Author:
Duffield, Sarah

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'I truly believe this is the best job in the world, but I also think it's an impossible job'

An Interpretative Phenomenological Analysis exploring Teacher Resilience in Primary Schools.

‘I truly believe this is the best job in the world, but I also think it's an impossible job:’ An Interpretative Phenomenological Analysis exploring Teacher Resilience in Primary Schools.

Sarah Jennifer Duffield

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Abstract

Resilience is a widely researched yet contentiously defined area of psychology. Despite extensive research exploring resilience in children, it is less widely explored in adults at different points of their lives. A multi-dimensional and interactional concept, resilience has been defined as a typical function of human behaviour, emphasising that resilience is a process and less than extraordinary.

Teacher Resilience (TR) is an emerging field of research. Current teaching figures indicate challenges to recruiting and retaining teachers in the UK. Evidence shows that there is a substantial loss in the first five years of teaching, with 33% of teachers leaving the profession entirely before five years in the role. Reasons as to why teachers leave are well documented in the research, yet the reasons as to why teachers might stay are less so. Publications exploring TR suggest that teachers need resilience to manage the day-to-day challenges and stresses of the profession.

This study adopted a phenomenological approach using Interpretative Phenomenological Analysis (IPA). Seven semi-structured interviews were completed with primary school teachers with five or more years' experience. Information related to individual experiences in the profession, perceptions of resilience and factors that had eroded or developed resilience were sought. Findings suggest that teachers conceptualise resilience as multi-dimensional and transitory. Factors related to resilience could be categorised into personal, relational and organisational levels and these could be more broadly related to three areas of knowledge: Belonging, Help-Seeking and Learning. Belonging was found to be critical to other areas, appearing to have a mediating role in the development of resilience.

This study outlines that TR is an important area of research for educational professionals, including Educational Psychologists (EPs). A previous model of TR is developed and implications for schools and EPs are discussed.

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Author's Declaration

I declare that the work carried out in this dissertation was carried out in accordance with the requirements of the University's Regulations and Code of Practice for Research Degree Programmes and that it has not been submitted for any other academic award. Except where indicated by specific reference in the text, the work is the candidate's own work. Work done in collaboration with, or with the assistance of, others, is indicated as such. Any views expressed in the dissertation are those of the author.

Signed _____ Date _____

Contents

Abstract 2
Acknowledgements 3
Author's Declaration 4
List of Tables 9
List of Figures 10
Glossary of Terms 11
1. Introduction 12
1.1 Personal and Professional Background 12
1.2 Significance of Topic 13
1.3 Significance to Educational Psychology 14
1.4 Resilience 15
1.5 Aims of the Research 16
1.6 The Research Setting 17
1.7 Epistemological and Methodology Stance 17
1.8 Chapter Summary 18
2. Literature Review 19
2.1 Outline of Chapter 19
2.2 Terminology 20
2.3 Systematic Literature Search 20
2.4 Current Context 20
2.4.1 Teacher Attrition in the UK 20
2.4.2 Recruitment and Retention in the UK 22
2.4.3 Section Summary 23
2.5 Teacher attrition, turnover and burnout in the UK 24
2.5.1 Workload 24
2.5.2 Policy Related Research on Teacher Workload 26
2.5.3 Stress 27
2.5.4 Pupil Behaviour 29
2.5.5 Leadership 30
2.5.6 Identity 30
2.5.7 Section Summary 31
2.6 Teacher Retention: Why Teachers Stay in the Profession 32
2.6.1 Teacher Resilience: An Overview 32
2.6.2 Understanding of Resilience 34
2.6.3 VITAE Research 35
2.7 Influencing factors on Teacher Resilience 37
2.7.1 Personal Influencers 38
2.7.2 Relational Influencers 42
2.7.3 Organisational Influencers 45
2.7.4 Section Summary 50
2.8 The Educational Psychologist's Role in Teacher Resilience 50
2.9 Chapter Summary and Gaps in the Research 51
3. Methodology 53
3.1 Overview 53
3.2 Research Aims 53
3.3. Philosophical Orientation 54

3.4 Research Paradigm 54
3.5 Ontology 56
3.6 Epistemology 56
3.7 Methodology: Interpretative Phenomenological Analysis (IPA) 57
3.7.1 Phenomenology 57
3.7.2 Hermeneutics 58
3.7.3. Ideography 59
3.8 Alternative Approaches Considered 59
3.9 Design 60
3.10 Ethical Process and Protecting Participants 60
3.11 Sampling 61
3.12 Recruitment procedure: 62
Stage 1 62
Stage 2 62
Stage 3 62
Stage 4 63
Stage 5 63
Stage 6 64
Stage 7 64
Stage 8 65
Stage 9 65
3.13 Data collection 65
3.14 Planning the Interview 66
3.15 Pilot Interview 67
3.16 Conducting semi-structured interviews 67
3.16.1 Demographics of Participants 67
3.17 Member checking 69
3.18 Validity, credibility and reliability 69
3.19 Description of Data Analysis 70
3.20 Triangulation of data and interpretations 72
4 Findings 73
4.1 Overview 73
4.2 'Pen Portraits' of each participant 74
4.3 Description of School Contexts 75
4.4 Thematic Map 76
4.5 The Self in Need of Belonging 79
4.5.1 The Role of Relationships 79
4.5.2 Collective Efficacy 81
4.5.3 Section Summary 82
4.6 The Developing Confidence of the Self 82
4.6.1 The Help Seeking Professional 83
4.6.2 Self-awareness vs Self-doubt 84
4.6.3 The Value Driven Professional 87
4.6.4 Section Summary 89
4.7 The Learning Professional 90
4.7.1 Continual Professional Development (CPD) 90
4.7.2 Developing Self-Efficacy 91

4.7.3 Section Summary 93
4.8 A Desire for Control 93
4.8.1 Understanding of Risk Factors: Workload, Behaviour and Stress 93
4.8.2 Self as Survivor 95
4.8.3 Finding Balance between the Professional and Personal Identities 96
4.8.4 Section Summary 97
4.9 The Respected Voice of the Professional 98
4.9.1 Professional Validation and Acceptance 98
4.9.2 Section Summary 99
4.10 Systemic Protective Factors 100
4.10.1 The Role of Head teacher 100
4.10.2 School Culture 102
4.10.3 Planned Support Vs Ordinary Magic 103
4.10.4 Section Summary 106
5. Discussion 107
5.1 Outline of Chapter 107
5.2 Research Aims 107
5.3 Summary of Main Findings 108
5.4 Conceptualisations of resilience 109
5.5 Resilience as important to the teaching profession: The role of 'ordinary magic' 111
5.6 Belonging 114
5.6.1 The Role of Relationships 115
5.6. 2 Teacher Student Relationships 119
5.6.3 Teacher-Teacher Relationships and Teacher- Head teacher Relationships 120
5.6.4 Teacher-Personal Relationships 122
5.6.5 Section Summary 122
5.7 Help-Seeking 123
5.71 Section Summary 127
5.8 Learning 127
5.8.1 Section Summary 131
5.8.2 Explanation of TR Model 132
5.9 Implications for Educational Psychologists 133
Implication 1: Adopting a Psychological Approach to Teacher Resilience 134
Implication 2: Uncovering mediating variables to explain relationships and explanations: 136
Implication 3: Unravelling problem dimensions using a variety of models: 138
Implication 4: Use evidence-based strategies for change: 138
Implication 5: Endorse progressive concepts or big ideas which are supported by psychological research that will enhance change: 139
5.9.1 Section Summary 139
6. Conclusion 141
6.1 The application of Gu and Day's (2013) model of TR 141
6.2 Research Question 1: How do individual teachers perceive a 'resilient' teacher? 142
6.3 Research Question 2: How do individual teachers conceptualise their own experiences in the profession? 144
6.4 Research Question 3: How do individual teachers perceive their own resilience? 145

6.5 Research Question 4: How, if at all, do teachers perceive the role of the school and outside professionals, including Educational Psychologists (EPs), in supporting teacher resilience? 146
6.6 Critical Evaluation of the Study 149
Sensitivity to Context 149
Commitment and Rigour 151
Transparency and Coherence 152
Impact and Importance 154
6.7 Further Research 154
6.8 Concluding Comments 155
8 References 156
9 Appendices 176
Appendix 1: Key Terminology 176
Appendix 2: Systematic Literature Search Terms and Criteria 177
3 196
Appendix 2a: Stage 2 of Systematic Literature Search 244
Appendix 2b: Criticality framework used when reviewing research 245
Appendix 3: Definitions of Identity (Day et al, 2006) 246
Appendix 4: Descriptions of Four Scenario's from Day et al (2006a) Research 247
Appendix 5: Brief Outline of the British Government Health and Safety Executive (HSE) Management Approach 248
Appendix 6: Proposed Research Table (from Denzin & Lincoln, 2011) 249
Appendix 7: Information on Free School Meals (FSM) and Pupil Premium (PP) funding from Ofsted Reports. 250
Appendix 8: Research Information Sheet 251
Appendix 9: Research Information Flyer 253
Appendix 10: E-mail sent to link Educational Psychologists 254
Appendix 11: Interview schedule 255
Appendix 12: Aide memoir sheet on interview skills based on the work of Melish et al (2013) and Smith et al (2012) 257
Appendix 13: Pilot Interview Reflection 258
Appendix 14: School Information 259
Appendix 15: Information Consent Sheet 261
Appendix 16: Researcher Diary 264
Appendix 17: Example of Transcript Analysis 272
Appendix 18: Superordinate and Subthemes from Participant Claire 278

List of Tables

Table 1: First Round of Sampling 64
Table 2 Second Round of Sampling 65
Table 3 Participant Information 68
Table 4 Analysis Stage Outlined by Smith et al (2009) 71
Table 5 Participant and School Information 74
Table 6 Overarching Themes 77
Table 7 Participants' Perceived Resilience 145

List of Figures

Figure 1 Retention rates amongst teachers in the early stages of their careers (data as of 2017 and taken from Worth & Van den Brande, 2019) 21
Figure 2 Conceptualisation of Model of Teacher Resilience (Gu & Day, 2013) 37
Figure 3 The Retain 4 C's Model 49
Figure 4 Groups of Schools in line with Ofsted Data 63
Figure 5 Thematic Map 78
Figure 6 Model of Teacher Resilience inspired by Gu and Day (2013) 110
Figure 7 Four Part Model (Wiese, 2018) 126
Figure 8 Findings in Relation to Gu and Day's (2013) Teacher Resilience Model 132
Figure 9 Model of Teacher Resilience Inspired by Gu & Day (2013). 141
Figure 10 Findings in Relation to Model of Teacher Resilience proposed by Gu and Day (2013) 147

Glossary of Terms

AEP	Association of Educational Psychologists
BPS	British Psychological Society
CoP	Code of Practice
DCSF	Department for Children Schools and Families
DfE	Department for Education
DECP	Division of Educational and Child Psychology
FTE	Full Time Equivalent
HSE	British Government Health and Safety Executive
HCPC	The Health Care Professions Council
OECD	Organisation for Economic Co-operation and Development
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Coordinator
SLT	Senior Leadership Team
SPSS	Statistical Packages for the Social Science
TEP	Trainee Educational Psychologist
TR	Teacher Resilience

1. Introduction

1.1 Personal and Professional Background

My personal interest in this topic began in 2010 when I qualified as a primary school teacher. Having studied for three years and experienced placements in a variety of socio-economic contexts, I was enthusiastic and ready to begin my teaching career. However, after a few months, my motivation began to dwindle and I noticed myself starting to question whether the career was a long-term vocation for me. Over the course of the next few years, my enthusiasm towards the profession eroded and increased at different points. At times, I would feel passionate, animated and positive about my role; however, this only ever seemed to be a temporary state, with these feelings declining during times of pure exhaustion. In order to ensure my feelings were not related specifically to one context, I moved schools and geographic location. However, I still felt as if any passion I had left was being diminished gradually. As a result, I decided to leave the profession three years post qualifying, an extremely difficult professional decision to make.

I noticed that I was not alone. Several people with whom I had completed my training were also no longer teaching; several others were. Although this is an anecdotal and personal account, it made me curious about why some teachers leave the profession, whilst others stay. Similarly, during my training to become an Educational Psychologist, I have worked in schools that seem to have great difficulty retaining staff. This further prompted my curiosity in this field. Thus, over time I have become interested in the concepts of teacher attrition, retention and resilience in education and what can be done to address them. As a result, when considering the topic of my doctoral research, I was inspired to explore teacher experiences over the course of their careers, aiming to understand reasons why individuals have continued in the profession and what or who has helped.

1.2 Significance of Topic

Research indicates that having a good teacher is the single most important factor in pupil outcomes and achievement (Hattie, 2003; Allen, Burgess & Mayo, 2018). However, data shows that in 2017, more teachers left the profession than joined for the first time since 2011(DfE, 2018). In 2017, 15% of teachers left the profession one year post qualification, 27% left the profession 3 years post qualification and 33% leaving the profession after 5 years (Worth & Van, den Brande, 2019). This can be significantly detrimental to the education profession, as within the first 5 years teachers' skills are learnt and developed at a fast rate (Wiswall, 2013). Thus, when teachers leave within this time frame, inexperience is replaced by more inexperience, reducing the complete experience within an organisation (Sims & Allen, 2018). Policy related research also indicates that within the UK there are significant challenges with retaining teachers within the profession (Foster, 2019). Issues have also been identified in retaining teachers in the profession for five years or more, with research indicating that the five year time frame is a crucial time to ensure support is in place so teachers will proceed in their careers (Worth & Van den Brande, 2019). This confirms the suggestion presented in research exploring teacher resilience (TR) that in order to be able to teach effectively over the course of one's career, teachers need resilience (Gu & Day, 2013). TR is defined as the essential day-to-day resilience required to *"thrive rather than survive,"* in teaching (Beltman et al, 2011 p.186). TR research has identified a number of influential, related factors to this concept, including issues related to the wider socio-political context such as the performativity and result-driven agenda that the profession currently encompasses (Gu & Day, 2013). Gu & Day (2013) have also proposed a model of TR based on findings from Gu and Day (2013) that conceptualises factors related to resilience in teachers at three levels: the personal, relational and organisational level. This model has shaped my thinking during the current study and will be referred to throughout.

Changes to the overall agenda of education have seen increasing workloads and changes in roles, exposing a sense of vulnerability and continued challenges to autonomy within teachers (Gu & Day, 2013). Stress, burnout and attrition have been extensively researched within the literature (Jepson & Forrest, 2006; Barmby, 2006; Smithers & Robinson, 2003) and acknowledgment of this issue within the UK

education sector has been noted by Governmental agenda focusing on strategies to recruit and retain more teachers (Education Committee, 2017). Financially, training and employing teachers in the UK comes at a high cost. The cost of training one teacher equates to approximately £23,000 (Allen et al, 2016) and therefore retaining these teachers and ensuring they remain resilient and committed over time is an area of public interest (Gibbs & Miller, 2013). This narrative supports the notion that retaining effective and committed teachers is fundamental for pupil outcomes (Hattie, 2003; Allen et al, 2018). Thus, research exploring why teachers stay in the profession – rather than leaving it – is an area of research worthy of exploration (Gu & Day, 2013).

1.3 Significance to Educational Psychology

This research is relevant to Educational Psychology in the UK for a variety of reasons. Educational Psychologists (EPs) have traditionally been viewed as working with individual children, assessing their needs and operating within what has sometimes been referred to as the 'expert model.' However, this view of the role of the EP is now outdated and there is a wider recognition that EPs have a number of skills and expertise to support children, young people and schools at various different levels. EPs can operate at the individual level, delivering assessments or interventions for individual children; the organisational level, through training for staff or through delivering consultation and at the system's level, through influencing the Local Authority (Fallon, Woods & Rooney, 2010).

EPs often work directly with classroom teachers and senior leaders through consultation. EPs frequently have established relationships with school staff, as well as the knowledge of the organisational context in which they work. This means that EPs are uniquely positioned to make contributions at several levels, including an opportunity to interact and work directly with teachers themselves. This is something that could be useful and significant in the support of teacher resilience (TR). EPs have a thorough understanding of psychological theories such as resilience and therefore can disseminate this knowledge to teachers and senior leaders to enhance understanding and hopefully affect change. Albeit the research on EPs and TR is limited, there is some initial research within the UK that explores the possible roles

that EPs can take when supporting TR (Gibbs & Miller, 2013; Greenfield, 2015). This research will be discussed in more detail in Chapter 2, Section 2.8 along with a discussion of implications for the EP profession as a whole. It was also a primary aim of this current study to explore the perceptions of teachers regarding the role of EPs in supporting TR.

1.4 Resilience

The psychological theory of resilience is fundamental to this research. Although research evidence exploring resilience is discussed in Chapter 2, I feel it is necessary to outline its theoretical underpinnings to understand the position of this current research.

Conceptually, resilience is defined in various different ways within the literature, which can often lead to confusion or criticism of it as a reliable psychological construct (Luthar et al, 2000).However, there appears to be a general understanding that resilience can be viewed as encompassing two main characteristics: overcoming significant adversity and showing positive adaptation (Fletcher & Sarkar, 2013; Masten & Reed, 2002).

The history of resilience is extensive and varied. Initial research into resilience was concerned with exploring the reasons some children raised by mothers with schizophrenia grew to be successful, despite being considered to be at a high risk (Luthar et al, 2000). This early research viewed resilience as a 'within-child' innate trait: a person either had, or did not have resilience. However, as resilience research developed, there began to be more awareness of the impact of external factors related to this notion (Luthar et al, 2000). The seminal work completed by Werner et al in 1971 explored resilience in children in Hawaii and looked at the reasons one in three children flourished and thrived to become successful adults, despite being exposed to various risk factors during childhood. This research identified three clusters of protective factors: protective factors within an individual, protective factors within the family and protective factors within the community (Werner, 2005). Over the last twenty years, resilience research has developed further, now considering how particular factors, or protective factors, contribute to resilience. This is something

that has been noted as fundamental to continuing to further expand research evidence into resilience (Luthar et al, 2000).

Resilience has more recently been conceptualised as commonplace, usually occurring within typical functions of human adaptation (Masten, 2014). However, most of the empirical work into resilience has focused on children, and research into resilience in adults is still in its early stages (Gu, 2014). Early empirical work looking at resilience in adults finds it to be socially constructed, affected by a variety of context specific factors (Ungar, 2004). Research has also shown that resilience is something that can be achieved and learnt by the majority (Neenan, 2009). This links fittingly to the conceptualisation that resilience is the process of 'ordinary magic,' as opposed to extraordinary methods (Masten, 2014). This view of resilience is positive and re-frames some of the traditional discourse of resilience that focused on narratives linked to pathology.

1.5 Aims of the Research

This research is concerned with exploring the following aims:

- gain an understanding of the individual experiences of teachers who have been in the profession for 5 years or more;
- understand how individual teachers perceive their own resilience;
- gain an insight into what has helped to develop resilience and what, if anything, would help further foster this resilience.

From these initial research aims, 4 research questions were devised:

1) *How do individual teachers perceive a 'resilient teacher?'*
2) *How do individual teachers conceptualise their own experiences in the profession?*
3) *How do individual teachers perceive their own resilience?*

4) *How, if at all, do teachers perceive the role of the school and outside professionals, including Educational Psychologists, in supporting teacher resilience?*

1.6 The Research Setting

This research was completed in four different primary schools within one Local Authority in the UK. A purposive homogenous sampling approach was used in order to recruit participants to the study. In line with the biggest teacher attrition rate being within five years post qualification, individual teachers who had been in the profession for five years or more were interviewed using a semi-structured interview format. Interviews lasted between 40 to 70 minutes and were transcribed verbatim. Participants were given the opportunity to engage in a 'member checking' process in order to validate their data (see Chapter 3, section 3.17). A phenomenological approach was adopted, meaning I was exploring individual, unique experiences whilst interpreting their meaning as the researcher. Although a sample size of seven may be considered small and therefore not generalisable to the wider population, in line with the methodological approach of Interpretative Phenomenological Analysis (IPA), interpretations of individual's lived worlds and experiences can offer insights into practices and contexts, something that is achieved only through a small sample (Smith & Osborn, 2007).

1.7 Epistemological and Methodology Stance

Teacher perceptions and in-depth experiences were explored through an interpretative, qualitative approach. A qualitative approach was taken as it matched my research aims. Qualitative research aims to explore and understand social relations (Flick, 2018) and my own epistemological stance of Interpretivism. Interpretative Phenomenological Analysis (IPA) (Smith, 1996) was used to understand and explore how individual primary school teachers made sense of their experiences in the profession. As a researcher using IPA as a methodological approach, I was also part of the research process by trying to make sense of participants' sense making (Smith & Osborn, 2003). This research acknowledges that

by positioning myself within the research, I have needed to actively engage and report on biases, beliefs and assumptions (Creswell, 2013).

1.8 Chapter Summary

Chapter 2 will outline the existing literature in relation to TR, including a discussion of research relating to teacher attrition and retention. A critical approach will be adopted and the systematic literature search will be outlined to provide clarity and transparency of the literature search process. The chapter will explore the reasons teachers leave the profession and why they tend to stay. The factors that are considered important in fostering or eroding resilience will be considered and gaps in the research will be addressed. The limited research on the role of the EP in supporting TR will also be explored.

Chapter 3 discusses the methodological approach taken, including philosophical, ontological and epistemological positions I have taken as the researcher. In this chapter I will outline the sampling strategy my research adopted, and how I collected and analysed my data. Ethical considerations will also be discussed.

Chapter 4 presents the findings of my research. In line with Interpretative Phenomenological Analysis (IPA) 6 overarching themes will first be presented, alongside their associated subthemes. These themes and subthemes will be presented using quotations from the interviews to support the findings.

Chapter 5 is a discussion of the findings outlined in Chapter 4. The aim of this chapter is to relate the findings from this research with existing literature and psychological knowledge and theory. In this chapter I will also explore the implicational for the EP profession.

The final chapter will conclude my study by answering the four research questions. Using Yardley's (2000) four principles of good qualitative research, I will provide a critical evaluation of the current study. Further ideas for research will then be discussed.

2. Literature Review

2.1 Outline of Chapter

The purpose of this chapter is to review current research on teacher resilience (TR). I will begin with an outline of my systematic literature search, before exploring the current context. Next, the definition of TR will be addressed, along with reviewing associated strands of research including teacher attrition and teacher retention. This is because TR is still an emerging area of research, with the majority of past research exploring the reasons teachers leave, rather than why they might stay (Towers & Maguire, 2017; DfE, 2018). I will then explore the literature regarding the role of Educational Psychologists (EPs). To conclude, I will highlight current gaps in the research and outline what my research aims to explore.

This chapter will address the following questions:

- What is the current UK context relating to teachers leaving and staying in the profession?
- What does UK research suggest are the primary reasons for teachers leaving the profession?
- What does UK research suggest are the primary reasons for teachers staying in the profession?
- How extensive is research on TR and what are the current gaps within the field?

For clarity, I will provide a short summary at the end of the specific sections related to these questions, to highlight the information that has contributed to understanding the question being asked.

2.2 Terminology

All terms will be used in the context outlined in Appendix 1. I have selected definitions based on their prominence within the research. An additional overview of vocabulary can be viewed in the glossary of terms on page 11.

2.3 Systematic Literature Search

The literature in this chapter was found using an online literature search of 5 major online databases: Web of Science; PsychInfo, British Educational Index, Education Education Abstracts and Teacher Reference Center. A full account including inclusion and exclusion criteria, dates and terminology can be viewed in Appendix 2. I focused on reviewing UK based, peer-reviewed articles only. This means research is more comparable to the educational context within the UK.

2.4 Current Context

This section focuses on research relating to teachers' decisions to leave or stay within the teaching profession, aiming to address question 1 posed in Section 2.1: *What is the current UK context in relation to teachers leaving and staying in the profession?* I have divided this section up into two parts: the first explores the current situation relating to teacher attrition and the second outlines the current climate in regard to recruitment and retention. I will finish with a section summary.

2.4.1 Teacher Attrition in the UK

The UK education system currently faces significant concerns regarding the recruitment and retention of high-quality teachers in schools (Worth & Van den Brande, 2019). Evidence shows that work-related stress is prominent in the teaching profession; teachers are shown to be at risk of physical and mental health problems and reduced wellbeing, factors that can result in sickness or a decision to leave the profession (Naghieh et al, 2015). Research indicates that teaching quality is a critical component of academic pupil progress (Allen et al, 2018; Hattie, 2003) and therefore

teacher retention can have an impact on pupil achievement. Issues with teacher retention can also have wider financial implications for public money (Naghieh et al, 2015) with the average cost of teacher training per individual equating to approximately £23,000 (Sims & Allen, 2018). In addition, data shows that maintenance of the current number of teachers in the profession is insufficient when taking into account predictions in the rise of pupil numbers (Worth, 2018).

Data from the Department for Education's School Workforce Census shows that in 2017, 42,430 full time equivalent (FTE) teachers joined the state funded education system (Department for Education, DfE, 2018). Comparable statistics show that in the same year, 42,830 FTE teachers left the profession and for the first time since 2011, more teachers left the profession than joined (DfE, 2018).Statistics for 2018 show a slight increase in numbers, with 44,600 FTE teachers joining the profession and 42,100 documented to leave (DfE, 2018).

Retention rates amongst early career teachers (ECTs) are also continuing to drop (Worth & Van den Brande, 2019). Figure 1 shows data relating to the number of teachers who stayed in the profession after one, three and five years.

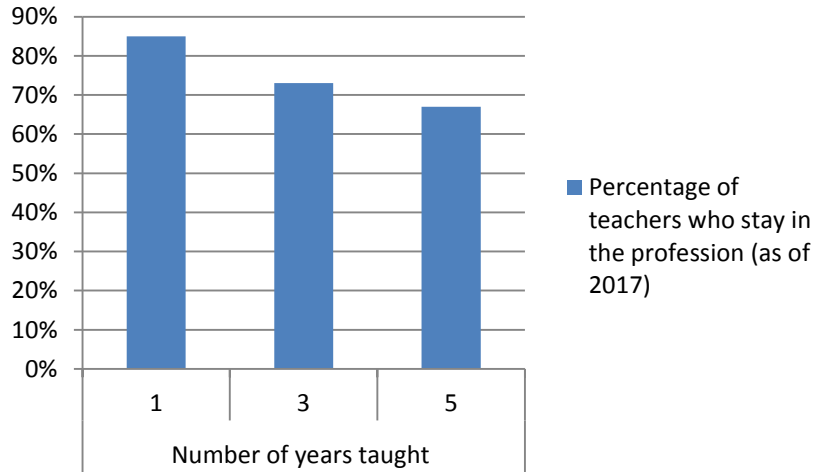


Figure 1 Retention rates amongst teachers in the early stages of their careers (data as of 2017 and taken from Worth & Van den Brande, 2019)

Figure 1 shows that 85% of teachers stayed in the profession one year post qualifying, 73% were still teaching after three years and 67% remained five years after starting teaching (Worth & Van den Brande, 2019). Figures from all three career stages noted a decrease in the retention rate from the previous year (Worth & Van den Brande, 2019). More recent data taken from the 2018 school workforce census data shows a slight increase in the five year retention rate (67.7 %), meaning that slightly less than 33% left the profession last year. This is not shown in figure 1 as it is a different data set. With statistics showing the five year retention rate to be so low, this time frame is crucial to ensure support is in place so teachers will proceed in their careers (Worth & Van den Brande, 2019).

Research also suggests that there is a greater loss of teachers from schools in disadvantaged areas (Foster, 2019) and that pupils from more deprived areas are less likely to receive high quality teaching than those from more affluent areas (Foster, 2019). This finding was calculated using the Income Deprivation Affecting Children Index (IDACI) score, a figure that measures the number of children in low income families in a local area. This IDACI score was then looked at in relation to the Ofsted data and found that 55% of schools judged to have a 'requires improvement' rating had high numbers of pupils from disadvantaged areas. In addition, it was found that schools with a 'requires improvement' rating and a high number of children from disadvantaged areas were less likely to make progress than children in similarly rated schools from more advantaged backgrounds.

With research also indicating that access to a good teacher is one of the biggest factors towards academic pupil progress (Allen et al, 2018; Hattie, 2003) it may be considered unsurprising that recruitment and retention of teachers in the UK has been a priority for Government in recent years (Education Committee, 2017). This will be explored below.

2.4.2 Recruitment and Retention in the UK

I feel it is necessary to explore the current context in relation to government policies. Various initiatives have been put in place in order to widen the training agenda such as Teach First, School Centred Initial Teacher Training (SCITT) and School Direct.

However, apart from the offer of a tax free loan to train as a Maths specialist, there are fewer financial incentives to train as a Primary School teacher than a Secondary teacher due to the DfE's incentive of a bursary of up to £26,000 for eligible candidates who specialise in Secondary level subjects such as the sciences, geography and languages. The Primary School teacher labour market shows an increasing number of teachers of a working age are choosing to leave the profession, necessitating the recruitment of newly qualified teachers (NQTs) to replace experienced teachers (Worth & Van den Brande, 2019). This has been reflected in the increasing number of vacancies and short-term posts filled in primary schools since 2010, with specific shortfalls not just in the number of primary school teachers in the UK, but in the experience of those teachers (Worth & Van den Brande, 2019).

2.4.3 Section Summary

This section has aimed to explore question 1 posed in Section 2.1: *What is the current UK context in relation to teachers leaving and staying in the profession?* The current context highlights that:

- There are currently significant challenges with teacher recruitment and retention.
- Figures show declining retention rates in teachers staying the profession for one, three and five years.
- The highest dropout rate of teachers leaving the profession is within the first 5 years. Data shows that the five year drop-out rate was 33% in 2017 (Worth & Van den Brande, 2019), slightly decreasing to just below 33% in 2018 (DfE, 2019).
- With a high five year dropout rate, this may be an appropriate time to put support in place for teachers in order to reduce this figure (Worth & Van den Brande, 2019).

2.5 Teacher attrition, turnover and burnout in the UK

This section will aim to address question 2 posed in Section 2.1: *What does UK research suggest are the main reasons for primary school teachers leaving the profession?* When searching for articles in my systematic literature search, in line with Macdonald (1999) I encountered definitional problems associated with specific vocabulary. For example, 'teacher attrition,' and 'teacher turnover' have slightly different meanings, with 'teacher turnover' relating more broadly to teachers leaving the profession as well as teachers who move to another position within the overall school system (Macdonald, 1999). 'Teacher wastage,' and 'teacher attrition,' relate to teachers leaving the profession. Therefore, any articles found through the 'teacher turnover' search were considered carefully, to ensure they addressed teachers leaving the profession rather than moving to another school.

Since various themes emerged from the literature related to teachers leaving or wanting to leave the profession, I will structure this section around: workload, stress, pupil behaviour, leadership and identity. I will begin each section by describing the research, before critically reviewing findings.

2.5.1 Workload

Workload has emerged as a key factor relating to teacher dissatisfaction (Wilkins & Head, 2002; National Union of Teachers & YouGov, 2015) as well as to the decision to leave teaching (Barmby, 2006; Smithers & Robinson, 2003).Smithers and Robinson (2003) conducted research with 1051 teachers in the primary, secondary and specialist phases of education. This research acquired data in three ways: an initial school survey ascertaining the number of teachers who were intending to leave at the end of the academic year, a questionnaire sent to leavers who were not returning to teaching and voluntary follow up interviews conducted. From this large-scale survey, 52.1% identified heavy workload as an issue of 'great importance' when deciding whether to leave the profession across all stages of education (Smithers & Robinson, 2003). This was in comparison to other issues perceived as of varying importance between different phases of education. Factor analysis was used to

identify any unobserved variables related to decisions to leave teaching, from which five factors were found to account for 62.8% of the variance (Smithers & Robinson, 2003). From these five identified factors, workload was found to be significantly different from the other four ($P<0.001$) indicating that workload was a primary factor relating to teachers' decisions to leave the profession. Although the research had a reasonably large sample size *(n = 1051)* and therefore holds high internal validity, the methodology used within the study outlines some of its limitations. Follow up interviews were conducted with 300 teachers who had expressed interest after completing the questionnaire. This resulted in double the number of secondary teachers being interviewed in comparison to primary. Smithers and Robinson (2003) justify this by outlining that this is representative in relation to the *"more varied and specialised nature of teaching in this phase,"* (p. 12). However, very few teachers from specialist provision opted to take part, and even fewer were interviewed. By implying more secondary school teachers were interviewed in relation to their varied role somewhat ignores the contextual variation experienced by primary school and specialist school teachers across the country. This contradicts one of the aims of the research, which was to investigate the variation between geographical locations (Smithers & Robinson, 2003). This approach meant that the sample of teachers interviewed would have been less diverse than it could have been. In addition, due to the study being completed sixteen years ago, findings cannot be generalised to the current climate. Nonetheless, the research represents the reasons for national attrition at a specific point in time, with workload identified as the most important reason to leave the profession.

In a study by Barmby (2006), 246 teachers completed telephone interviews, answering questions about their feelings towards teacher recruitment and retention. The majority of participants were from secondary education (although some primary teachers were involved) as researchers wanted to explore issues related to teaching in areas of shortage including Mathematics, Science and English. Teachers were recruited through obtaining data from the Student Loans Company and the Department for Education and Skills (DfES). This sampling method highlights possible ethical limitations of the study as participant data may have been released without permission. Results showed that 26.8% of the 246 teachers interviewed responded that they were considering leaving the profession and 2% were unsure

whether they would stay. In total, these figures represent almost one third of the sample. Out of the 71 teachers in this sub-group, the most frequently cited reason for considering leaving was workload (*n= 22*), followed by having a family (*n = 18*), stress/ exhaustion (*n = 17*) and pupil behaviour (*n = 14*). Additional qualitative information from participants highlighted that workload pressures in school can feel meaningless and result in duplication (Barmby, 2006). It is important, however, to note that data was gathered from reflective thoughts from teachers who were still in the profession and does not provide data on teacher attrition per se. In addition, this research is now thirteen years old and the teacher labour market and current context have changed substantially.

In a recent study exploring the experiences of a teacher leaving a London primary school after ten years (Towers & Maguire, 2017) workload was a key negative issue cited as having a substantial impact on the participant's work-life balance. It was noted that the participant tended to use negative language when discussing workload and its effect on her stress levels and sense of professional identity (Towers & Maguire, 2017). This issue of professional identity will be discussed further in the chapter.

2.5.2 Policy Related Research on Teacher Workload

Recent policy related research also indicates that workload is a primary factor for decisions to leave teaching. The Teacher Workload Survey was commissioned by the DfE and comprised of an online survey completed by 3,186 teachers across England (Higton, Leonardi, Richards & Choudhoury, 2017). The online survey explored teacher perceptions regarding current workload capacity. Schools were randomly selected for the survey; a response rate of 34% resulted in 3,146 teachers taking part (*n = 3146*). Findings showed workload to be a key factor related to feelings of dissatisfaction with 50% of primary teachers indicating that workload was a 'serious problem' (Higton et al, 2017). Similarly, 9/10 primary school teachers rated workload as at least a 'fairly serious problem' (Higton et al, 2017). Although this research used a large sample, it should be noted that Head teachers had to first agree to participate before disseminating the survey to teachers. Therefore, the variance amongst the respondents may not be representative. For example, in those

schools with a high workload, teachers or leadership may not have felt they had time to participate.

UK Government policy initiatives have also aimed to address the issues of teacher recruitment, attrition and retention. The Teacher Recruitment and Retention Strategy (DfE 2019) aimed to address the challenges faced in retaining teachers in the profession. The initiative looks at four main priority areas:

- *School culture and excessive workload;*
- *Lack of high-quality support for teachers in the early stages of their careers;*
- *Lack of adaptation to expertise and lives and issues with complex routes*
- *Pathways into teaching*.

The DfE (2018) has also released the 'Workload Reduction Toolkit,' focusing on reducing workload through various phases of support, providing ideas on how strategies such as adapting a marking policy can be implemented. Only recently released, its impact is unknown but it recognises workload as a factor in teacher attrition. However, the name of the initiative could be slightly problematic as reducing workload in isolation will not necessarily solve the problem. Handscomb (2011) highlights that providing more responsibility to teachers increases self-efficacy and empowerment. This may be considered more effective, or something to use in conjunction with reducing workload, as it makes individuals feel they are able to make a difference.

2.5.3 Stress

Teacher stress can be defined as negative emotions (e.g. anxiety, anger and depression) caused by aspects of their job (Kyriacou, 2001).Teaching is identified in the search as one of the most stressful professions in England (HSE,2012; Nash, 2005) and stress at work can be in relation to stressors (factors that cause stress), alongside stress response (how one thinks, acts and feels in relation to stress) (Naghieh et al, 2015). Stress can also be viewed as occurring when risk and protective factors are out of balance (Prilleltensky et al, 2016). With resilience often conceptualised in relation to protective factors, the notion of TR is particularly

relevant when considering teacher stress, the impact of which can be far reaching, with implications for health, relationships, self-confidence and self-esteem (Howard & Johnson, 2004).

In 2017, the DfE undertook research into teacher retention in the UK (DfE, 2018). The research, involving two stages, aimed to find out why teachers left the profession as well as understand the factors that might attract them back (DfE, 2018).Teachers completed an online survey before 80 qualitative follow up interviews were conducted to explore factors in depth. Although the follow up interviews (*n = 80*) provided a useful sized sample the majority of teachers in the total sample (*n=80*) had been teaching for five years or less, meaning the sample focused mainly on early career attrition. The DfE (2017) also wanted to look at secondary school teachers and therefore purposive sampling methods were not employed. This means findings are not wholly representative of the primary context specifically and speak more about the context of education in general. However, they do highlight recent experiences of a small sample of primary teachers who have left the profession and their reasons. Findings show that *"around one in five primary and secondary teachers reported that they suffered stress and health issues due to heavy workloads and a lack of support shown by their Senior Leadership Team,"* (DfE, 2017 p. 22). Anxiety and issues with sleep and panic attacks were noted as contributing factors (DfE, 2017). From the sample of primary school teachers, 46% of the sample mentioned stress as a problem. Some participants with more experience also cited reduced physical health and memory in relation to the level of stress they experienced (DfE, 2017).

A review of research into teacher stress (Kyriacou, 2001) reports that evidence consistently shows teaching to be one of the professions with the highest stress levels, with over a quarter of participants considering it an extremely or very stressful job. Studies have found pupils' lack of motivation, issues with behaviour, workloads and lack of time (amongst others) primary sources of stress (Hamre et al, 2008; Travers & Cooper, 1996). However, Kyriacou (2001) warns against generalising findings as sources of stress will always be individual and based on interactions between contextual information such as the school and the wider education system together with individual beliefs, personality and skills.

Towers and Maguire's (2017) research explored one teacher's experience of leaving the profession. This case study design used qualitative interview methods to explore the decisions of one teacher and the data was acquired from a previous, larger study, meaning it used a secondary data set. Secondary data sets have numerous positives, including the capacity to expose new information by asking additional research questions in a flexible and discrete way (Sherif, 2018). However, because this secondary data was acquired from 24 teachers who taught in disadvantaged schools it is not representative of the wider population. In addition, limitations with using secondary data sets include socio-political context changes which leave findings no longer applicable to the current context. This is particularly relevant with educational research where policies and agendas change frequently. Nonetheless, this case study research found that issues related to stress were frequently discussed, with the word "stress," (with associated suffixes) specifically used thirteen times throughout the interview (Towers & Maguire, 2017) which led to challenges to the participant's professional identity (covered in section 2.5.6).

Research cited in this section highlights stress as a factor of concern in UK schools in relation to teacher attrition.

2.5.4 Pupil Behaviour

Pupil behaviour is a factor listed in international research related to teacher dissatisfaction (Ingersoll & Smith, 2003) but also cited in the UK literature as a reason for attrition and dissatisfaction (Barmby, 2006; Gibbs & Miller, 2014). In addition, improvements in teacher-student relationships have been noted as important in increasing teachers' productivity and satisfaction (Lazear, 2000; OECD, 2009). Concerns about managing behaviour have been linked to increased stress, burnout and decisions to leave the profession entirely (Miller, 2003; Gibbs & Miller, 2014). In a survey of teachers in England, approximately 40% of teachers said they had considered leaving the profession because they perceived pupil behaviour as disruptive, with one fifth claiming they had developed mental health issues as a result (Association of Teachers and Lecturers, 2010). In a study by Barmby (2006) of 71 teachers who were considering leaving the profession, just over 5% (*n=14*) indicated that pupil behaviour was an influencing factor. Teachers were then asked to rank

factors that might have convinced them to stay. 94.3% identified pupil behaviour as quite or very important to remaining in the profession (Barmby, 2006). As noted in section 2.5.1, this study needs to be viewed with caution as it is based on the views of teachers considering leaving the profession, not leaving it.

2.5.5 Leadership

In findings from the 2018 DfE research, teachers cite leadership as one of the top three reasons for leaving the profession. These reasons were often related to leadership support or teacher performance (DfE, 2018). In a large scale international survey, 50,000 teachers in different countries completed the TALIS survey. This survey is completed every 5 years and aims to gather information on working conditions in schools, beliefs of teachers and teaching practices. 953 teachers in England completed this survey which showed positive school leadership was linked to increased job satisfaction and decreased chances of teachers wanting to change schools (Sims, 2017). Although a large scale design with 50,000 international responses, England-only data is a smaller sample *(n = 953)* and as random sampling methods were not employed, may not be wholly representative of the national school system. However, findings indicate that leadership was strongly associated with both job satisfaction and a teacher's desire to move school (Sims, 2017). These findings indicate the significance of school leadership in relation to teacher attrition and retention.

2.5.6 Identity

Teachers' professional identities have been found to vary across career trajectories in relation to life, situational and career factors (Day et al, 2006a). Identity theory has been used as a tool to explore career trajectories of teachers (Schaefer et al, 2013) and seen as crucial to people's career decisions, the sense of commitment and focus ;ultimately, whether they will stay motivated within their role or decide to leave. (Day et al, 2006a; Jepson & Forrest, 2006).

In a study of 69 primary and secondary school teachers (Maclure, 1993), semi-structured interviews were used to explore teachers' views about their current and

past roles and future ideals. Participants were selected from three local authorities chosen for different characteristics, and teachers were interviewed two or more times. A group of teachers were identified as feeling estranged from the values and practice of their school (Maclure, 1993). The researchers used Shotter's (1985) definition of identity to analyse data and the theme of 'spoiled identities' (Maclure, 1993 p.317) arose, indicating fundamental differences between teachers' own ideals and values and their expected behaviour (Maclure, 1993). This often led to teachers wanting to leave the profession (Maclure, 1993). This is, however, an outdated piece of research using a small sample of primary school teachers from three specific localities in the UK, and therefore not representative of the national demographic.

In Towers and Maguire's 2017 study, a crisis in the participant's own professional identity is cited as the main factor leading to her decision to leave teaching. Findings related to issues with professional identity were shown through the participant discussing various conflicts related to the situational context. Issues discussed as having a negative impact on professional identity were related to the increasing demands of accountability, the lack of recognition, the level of workload and the feeling of the participant's professional and personal lives merging (Towers & Maguire, 2017). Similar to Maclure's (1993) research, the participant noted becoming more distanced from the organisation's aims and objectives, making it hard for her to resolve the conflict between contrasting values. The participant talked about how strategies used to manage issues changed throughout her career. For example, feeling unable to separate work from the home context and becoming more worried about aspects of accountability (Towers & Maguire, 2017). This impacted her confidence and feelings of vulnerability undermined her identity (Towers & Maguire, 2017).

2.5.7 Section Summary

This section has aimed to address the following question: What does UK research suggest are the primary reasons for teachers leaving the profession? Throughout this chapter I have discussed the following:

- Workload is cited as a primary reason why teachers leave or are considering leaving the profession (Smithers & Robinson, 2003; Barmby, 2006; Wilkins & Head, 2002; YouGov & NUT, 2015).
- Teachers are particularly vulnerable to work-related stress and stress was found to be a factor related to decisions to leave teaching (DfE, 2017).
- Behaviour was noted in relation to teacher dissatisfaction (Ingersoll & Smith, 2003), stress and burnout (Miller, 2003; Gibbs & Miller, 2018).
- Identity was found to be related to teachers' decisions to leave the profession when individuals felt their values were different from the way they perceived the school's values to be (Towers & Maguire, 2017).

2.6 Teacher Retention: Why Teachers Stay in the Profession

This section aims to explore question 3 posed in Section 2.1: *What does UK research suggest are the primary reasons for teachers staying in the profession?* In order to address this, I will draw upon teacher retention and teacher resilience (TR) research. I will begin by outlining the definition of both these concepts.

2.6.1 Teacher Resilience: An Overview

Although resilience is conceptually hard to define, it is generally considered to encompass two main notions: overcoming adversity and adapting positively in light of these challenges (Fletcher & Sarkar, 2013). Luthar et al (2006) describe how resilience is required in a number of circumstances, ranging from significant trauma to everyday difficulties. Mechanisms of resilience therefore vary, depending on the situation and the socio-cultural factors associated with the situation (Fletcher & Sarkar, 2013). This suggests that resilience is conceptualised differently in a range of situations and TR is considered to be linked more to the 'everyday resilience' (Day et al, 2009) needed to thrive rather than survive in the teaching profession (Beltman et al, 2011 p.186).

As outlined in Appendix 1, teacher retention can be defined as teachers who remain in the same teaching post at the same school as the previous year (Billingsley, 2004).Research into teacher retention has predominantly focused on thinking about

the reasons teachers leave the profession (Day, 2008; Gu & Day, 2007). However, Day (2008) states that this does not provide insight into why teachers can maintain their commitment and effectiveness over time, despite challenges. This thinking has led to the exploration of TR. Previous research has shown that commitment and resilience are critical in effective teaching (Day et al, 2006) with primary school teachers more likely to sustain commitment over a professional career than secondary teachers (Day et al, 2006). However, Day's (2008) definition of teacher resilience somewhat assumes that teachers are resilient if they are committed and therefore stay in the profession. Previous research has not explored how teachers view their own resilience (Estaji & Rahimi, 2014), which might add clarity to the above assumption.

With issues of attrition and retention a concern in the UK, (Worth & Van den Brande, 2019) looking at ways that TR can be fostered or eroded over time in line with their professional contextual experiences is a useful area of exploration (Gu & Day, 2013). Gu & Day (2013) argue that exploring the measurable concept of teacher attrition, particularly with early career teachers, can hide a more extensive problem in the profession. They argue that teachers who continue into the middle and later years of their career can be focusing on surviving as their resilience has become damaged over time (Gu & Day, 2013). This emphasises the conceptual understanding of TR as related to the everyday resilience needed to teach (Day & Gu, 2007).

The field of research into TR is still evolving, particularly within the UK.
A large majority of the TR literature identified in my systematic literature search (see Appendix 2) originated from Australia or the United States and much of the TR research in the UK is based around a single study: The Variations in Teachers' Work, Lives and Effectiveness (VITAE) project. It will therefore be useful to provide an overview of the VITAE research as some of these studies use secondary data acquired from the research. These studies are also written by some of the same authors, so for clarity, I will list the articles linked to the VITAE study that I will be discussing:

- The Variations in Teachers' Work, Lives and Effectiveness (VITAE) project (Day et al, 2006) – *primary data set.*
- Teacher Resilience: A necessary condition for effectiveness (Gu & Day, 2007) – *secondary data set.*
- Variations in the conditions for teachers' professional learning and development: sustaining commitment and effectiveness over a career (Day & Gu, 2007 – *secondary data set.*
- Challenges to Teacher Resilience: Conditions Count (Gu & Day, 2013) – *secondary data set.*
- The role of relational resilience in teachers' career- long commitment and effectiveness (Gu, 2014) – *secondary data set.*

I will begin by recapping the research into resilience, before critically examining the TR literature. Research will be discussed in relation to identified themes.

2.6.2 Understanding of Resilience

Before exploring UK based studies that look at TR in more detail, it is necessary to review the concept of resilience. This will provide more contextual understanding for TR as a discrete field of research. As discussed in Section 1.4, the concept of resilience has been considered important in a variety of disciplines (Luthar et al, 2007). The traditional definition of resilience is overcoming significant adversity and demonstrating a positive adaptation in the face of it (Masten, 2002). First seen as a more innate, personal trait, it is now viewed as a dynamic, multi-faceted construct that encompasses interactions between an individual and their environment. Resilience concerns protective factors that can be drawn on to overcome difficult circumstances. There has also been more recognition in recent years that resilience is rather common, a typical function of human behaviour (Masten, 2014). Masten (2014) discusses how resilience can be viewed as a form of 'ordinary magic,' neither unusual nor extraordinary, whilst Day et al (2011) propose a need for 'everyday resilience,' which is crucial for high-quality, effective teaching. TR is seen as more than the capacity to 'bounce back' following adversity; rather it is the routine, everyday nature of resilience that is needed at different points of a teacher's career in an ever-changing and uncertain profession (Gu, 2014; Gu & Day, 2014).

2.6.3 VITAE Research

As mentioned previously, it is important to discuss this large-scale study first due to various other studies using it as a secondary data set. The Variations in Teachers' Work Lives and Effectiveness (VITAE) study (Day et al, 2006) was commissioned by the Department for Education and Skills and jointly conducted by the University of Nottingham and the University of London, Institute of Education between 2001 and 2006, to research the differences in teachers' lives, their work and their effectiveness over the course of their experiences (Day, 2007). The research encompassed a multi-method design with both qualitative and quantitative components. Over 300 portraits of teachers were collected.

300 teachers (both primary school teachers who taught 7 and 11 year olds and secondary school teachers who taught English and Maths to 14 year olds) were sampled from 100 schools in 7 Local Authorities (LAs) in England. This specific group of teachers was chosen so that the National Tests that are conducted at Key Stage One (7 years olds) Key Stage 2 (11 years olds) and Key Stage 3 (14 year olds) could be used to inform the pupil outcome aspect of the research (Day, 2007), Small, inner city LAs and larger rural LAs were included to represent a national socio-demographic. However, schools serving more disadvantaged areas were oversampled in order to address the high level of teacher attrition in schools in more socially deprived areas (Day, 2007)

The research aimed to explore influencing factors on teachers' professional and personal lives, their identities, school contexts and how these link to their effectiveness over the course of their career (Day, 2007). As the research looked at variations between teachers in different phases of their careers and lives, teachers were divided up into specific groups: 0-3 years; 4-7 years; 8-15 years; 16-23 years; 24-30 years; 31 years or more.

Findings from this study will be more vigorously explored in further sections in this chapter. However, it may be useful to disseminate some of the key findings related to resilience found in this study (Day et al, 2006):

- TR and commitment was largely affected by teachers' sense of identity.
- TR was found to be a fundamental factor in maintaining effectiveness in the profession.
- TR was affected by positive relationships with leadership.
- TR was affected by the demographic of the area; teachers in areas of low socio-economic advantage were less likely to sustain resilience than teachers teaching in more privileged areas.
- Self-efficacy was found to be a crucial factor related to resilience.
- The majority of participants showed resilience throughout the study.
- TR was seen to be strengthened, either positively or negatively, by sense of vocation.

The study used a robust methodology by drawing upon a large sample of teachers and used both qualitative and quantitative methds. Participants were interviewed three times, allowing participants' experiences to be validated. Teacher perceptions were also triangulated with data obtained as part of the National Tests. Despite robust methodology, it is unclear whether participants were directly asked about their understandings of resilience or whether these understandings were synthesised by the researchers, but validation methods mean these understandings would have been clarified at a later date. The researchers used academic test scores to measure teacher effectiveness, which was then triangulated with teacher perceptions, overlooking other forms of success, such as social and emotional progress. In addition, one of the researchers' hypotheses was:

> Commitment and resilience are key factors in establishing and maintaining teachers' effectiveness. It is possible to identify patterns of influences which affect teachers' commitment and resilience which will assist in understanding the complexities of teachers' work, lives and identities in particular contexts *(Day et al, 2006 p. 47).*

This hypothesis links the concepts of commitment, resilience and effectiveness, again not acknowledging other ways a teacher can be effective beyond pupils' academic results. The methodology of the study does not make it clear whether

participants were aware of this hypothesis (that the more committed and resilient they were, the higher their test results). I suggest such awareness would be inherently stressful and could skew the data through increased stress levels of participants.

2.7 Influencing factors on Teacher Resilience

I will now discuss findings from other UK research related to TR. Gu & Day (2013) identified a model of TR, noting that factors related to TR could be viewed at the personal, relational or organisational levels. When reading further studies, I found that many factors related to TR fell into these categories and will therefore frame findings from the literature under these subthemes.

Figure 2 provides a visual, ecological outline of how these layers can be conceptualised. It should be noted this is a visual, personal interpretation of this model.

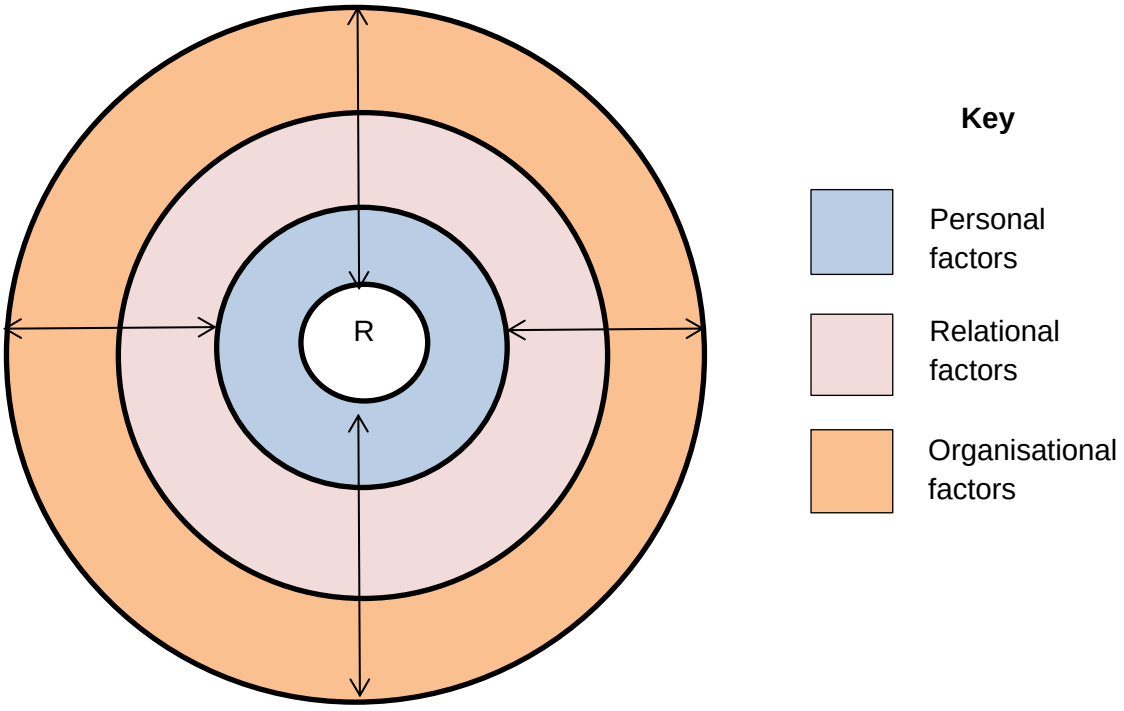


Figure 2 **Conceptualisation of Model of Teacher Resilience (Gu & Day, 2013)**

**The arrows between the three concentric circles represent the interactional aspect of the model-how the different layers of resilience overlap and interlink.

2.7.1 Personal Influencers

The following section will outline the personal factors identified in the research as linking to TR: Identity and the developing self-efficacy of the professional and a sense of vocation. In reference to my visual representation of Gu and Day's (2013) model, these can be conceptualised in the first layer.

Identity and the developing self-efficacy of the professional

In the original VITAE research (Day et al, 2006) teachers' sense of identity was found to be linked to self-efficacy, with both concepts found to be fundamental to contributing to resilience (TR) (Day et al, 2006). Identity can be seen to be ever-evolving, not fixed, but used by people to make meaning of themselves and their actions in particular contexts (Maclure, 1993). Although identity is conceptualised at the personal level due to this linking to an individual's values and beliefs, it can also be impacted by experiences at the relational level as teacher identity is said to be formed as an active process through the individual agency of the teacher, alongside the actions of people in school (Glazier, 2009). This emphasises the interactional aspect of resilience as a construct.

In the VITAE research (Day et al, 2006) the majority of sampled teachers (67%) had a positive sense of identity associated with their individual agency as a teacher and self-efficacy (Day, 2007). Agency can be defined as one's capability to follow individual goals, actions or interventions to yield a specific result (Day et al, 2006). Self-Efficacy can be defined as people's beliefs about their capability to perform and exercise influence over events and their lives (Bandura, 1994). Day et al (2006a) found that individuals with a robust sense of self-efficacy were more likely to be able to continue when faced with challenges or difficulties. This had an interlinking, dynamic nature, as when participants were able to carry on at times of challenge, their self-efficacy increased and therefore they had a sturdier sense of resilience (Day et al, 2006).

In this project, Day et al (2006a) also found that identity was made up of a combination of personal, situational and professional factors. Definitions of these

identities can be viewed in Appendix 3. Findings noted that balance or conflict was experienced by teachers depending upon how these identities interacted. For example, when teachers' professional, situational and personal identities were in balance, teachers appeared to be more committed and self-efficacious (Day, 2007). A third of all teachers from the original sample fell into this category with the majority of primary school teachers from more advantaged schools (Day, 2007). On the other hand, when all identities were affected by change and variation, participants appeared to be vulnerable in relation to their resilience, commitment and effectiveness. This group was small (only 6% of teachers) but noted in the research to be vulnerable (Day, 2007). Also approximately three quarters of this group taught in socially disadvantaged schools (Day, 2007). Four scenarios linked to how these identities interacted were identified by Day et al (2006a) and can be viewed in Appendix 4.

Strengths and limitations of this study can be viewed in section 2.6.3. However, to summarise, this research found that teachers' sense of positive professional identity was linked to job satisfaction and wellbeing, as well as a key influencer in teacher effectiveness (Day, 2007). Findings from this research also show that strategies and interventions for fostering commitment through continuing professional development programs (CPD) should discriminate between the needs of teachers in various life phases (Day, 2007).

In research completed by Chiong et al (2017) a large scale *(n = > 900)* mixed-methods design was employed. Quantitative data *(n = > 900)* was achieved through a self-report questionnaire, followed by qualitative interviews (*n = 14)* in order to triangulate findings and acquire teacher voice. Questionnaires were sent via e-mail and participants had the option to volunteer for a follow up interview. A convenience sampling method was used for these interviews which were completed in four areas of the country to try to represent both rural and urban demographics (Chiong et al, 2017). Participants were asked about four topics in the questionnaire: why they entered teaching, why they have stayed in teaching, what it is like to teach in their particular location and thoughts around moving elsewhere to teach. Follow up interviews explored these questions in more detail. In order to ensure face validity, the questions were piloted with a group of teachers. Strengths of this study include

the large sample size and inclusion of a diverse range of teachers (primary, secondary and sixth form teachers were invited to take part). However, limitations include data being heavily reliant on self-reporting methods and subject to a self-selection bias, as questionnaires and interviews may have been completed by more passionate teachers. Only completing this large-scale study in four areas also means that these findings cannot so readily be generalised.

Findings from this research found that a sense of professional mastery was noted to be an important factor relating to reasons teachers stay in the profession, particularly for those who had taught for a substantial number of years. The research noted that a sense of professional mastery links to the theoretical notion of self-efficacy as it relates to the idea of being successful or well-qualified to do a particular job (Chiong et al, 2017). Participants in this study rated professional mastery and their perception of being good at teaching as 'important' or 'very important.' Qualitative data from interviews showed three factors related to self-efficacy and teachers' mastery: seeing themselves as having progressed in their role, perceiving progress in pupils and gaining validation from colleagues (Chiong et al, 2017).

In research conducted by Gu and Day (2007) case studies of three 'resilient' teachers in their early, mid or late career stages were explored. This study drew upon secondary data that was obtained as part of the original VITAE research (Day et al, 2006). Although adopting a case-study approach enables rich and detailed information to be obtained, limitations of the study include lack of clarity around how these cases were selected for the research, meaning there could be the possibility of research bias within the sample. Findings related to identity include:

- Difficulties with teachers achieving a work-life balance impacted professional identity to such an extent that participants considered leaving the profession.
- Issues with heavy workload meant professional and personal identities often interlinked, causing conflicts in participants' personal lives.
- Issues relating to the performative agenda resulted in feeling of a lack of control, which threatened participants' professional identity.
- When participants felt more in control of their work-life balance feelings of professional confidence increased.

Vocation

In research conducted by Gu and Day (2013) data on teacher resilience was obtained through drawing upon some of the secondary data acquired through the original VITAE project. Gu and Day's (2013) research used the qualitative, phenomenological data acquired through interviews (as opposed to the other data collected in the VITAE research) conducted twice a year with teachers over three years. Participants were asked about their perceived effectiveness, and perceptions of their work variation. This qualitative information was also complemented with information from interviews with school leadership, students and looking at school policy documents. This enabled 300 narrative portraits of teachers to be compiled, including information on identity, commitment, resilience and pupil attainment (Gu & Day, 2013). All portraits were validated by teachers when the researchers checked these portraits with participants. Gu and Day's (2013) study looked at findings from the 300 narrative portraits in relation to resilience, commitment and effectiveness, making a good, qualitative sample size. The methodology employed was robust, using validation techniques with participants and completing detailed interviews over time. Supplementing participant perceptions with document analysis and interviews with other staff and pupils meant data was triangulated. However, this study does have limitations because it draws upon a secondary data set. One issue when using secondary data relates to the changing socio-political climate. Between 2006 (when the VITAE research was completed) and 2013 when this study was conducted, changes in the educational climate might represent a limitation to the research.

Findings from this study related to the feelings of vocation within the participants, outlining how over the three years of interviews, 27% were unable to remain resilient, with Government Policy or unplanned events resulting in erosion of some participants' core values or principles (Gu & Day, 2013). This was also found in a study by Chiong et al (2017). Data from over 900 teachers found both intrinsic and altruistic factors were influential on teachers staying in the profession. The majority of participants *(n = 10)* discussed vocation as key to their values, stating they enjoy the dynamic nature of the role and the feeling of making a difference to pupils (Chiong et al, 2017). Teachers with the most experience saw teaching as a vocation with a

significant societal impact and contribution (Chiong et al, 2017). Strengths and limitations of this study can be viewed in more detail on pages 39-40. A sense of vocation was also discussed by participants in Gu and Day's (2007) case study research with one teacher describing how this was threatened by the wider education political context. This teacher wanted to enter the profession to help instill independent learning skills; however, pressures to adhere to a performative agenda were clashing with her original motivation. This research has been discussed in more detail on pages 40-41.

2.7.2 Relational Influencers

The following section will outline the relational influencers identified in the research as linking to TR: the role of relationships and belonging and the role of networks. In reference to my visual representation of Gu and Day's (2013) model, these can be conceptualised in the second layer.

The Role of Relationships and Belonging

The recognition that humans require opportunities to develop social bonds is heavily documented in psychological research exploring the need for affection (Murray 1938), for a positive regard from others (Rogers, 1951) and belongingness (Goodnow, 1993; Baumeister & Leary, 1993). Deci and Ryan (1991) propose that all humans need relatedness: aiming to care for others, feeling that others are relating authentically to them. Belongingness has also been defined as a human's desire to seek frequent contact with others and perceive relationships to be stable, based on affective concern (Baumeister & Leary, 1995).Without this sense of belonging, humans are at risk of isolation and loneliness. Research suggests that teachers' effectiveness and commitment are enhanced when understanding and trusting relationships are formed within an educational setting (Bryk & Schneider, 2002; Day & Gu, 2010; Sammons et al, 2007).

In a study by Gu (2014) the notion of relational resilience is explored. Gu (2014) draws upon secondary data originally acquired from the VITAE research. The research explored how teachers' resilience building capacity is influenced by the

quality of their relationships and three sets of relationships were found to be influential to teacher resilience (Gu, 2014):

- teachers and teachers;
- teachers and head teachers;
- teachers and their students.

This research found that these relationships were both individually and collectively linked to teachers' sense of resilience, commitment and professionalism (Gu, 2014). For example, relationships between teachers and head teachers and teachers and their colleagues were found to be beneficial for collaborative learning, with teachers developing through discussions and advice (Gu, 2014). Teams sharing values were perceived by many teachers to be crucial to collective efficacy and feelings of professional fulfillment (Gu, 2014). This was found to be a factor that contributed to their everyday resilience (Gu, 2014). Relationships between teachers and students were found to be linked to emotional attachment; this linked to the sense of vocation that motivated teachers to enter the profession initially and remained a powerful reason that teachers remained professionally fulfilled over the years (Gu, 2014). As this research uses data from the VITAE study a more detailed account of the methodology of this research can be viewed in section 2.6.3.

In addition, findings from the original VITAE research (Day et al, 2006) showed that positive relationships with students were critical to teachers' capacity to teach effectively, and key to individual self-efficacy. In the research, 90% of teachers claimed they had positive relationships with pupils, albeit 50 % of teachers described pupil behaviour to be a negative influence (Day et al, 2006). 51% of primary school teachers stated that negative behaviour in the classroom affected their ability to teach. The research identified differences in perceived relationships between teachers in different life phases of teaching. For example, teachers in the early stages of teaching (1-3 years) reported greater concerns about managing behaviour and poor relationships with pupils, whereas teachers who had been teaching for 8-15 years were more positive about both (Day et al, 2006).

The original VITAE research (Day et al, 2006) also found that positive relationships with school leaders and teaching colleagues were key to sustaining teachers' overall commitment and effectiveness (Day et al, 2006). In the follow up research by Gu (2014), 185 teachers perceived themselves to have positive and close relationships with their colleagues (Gu, 2014). These relationships were found to be threefold: collegial, emotional and intellectual connections enhanced individual wellbeing and the ability to sustain success (Gu, 2014). Findings noted that between 75-100% of teachers in the various different life phases of teaching were motivated by collegial support, felt able to seek help from colleagues when needed and had an increased sense of belonging (Gu, 2014). Relationships between teachers and their colleagues were viewed positively by 155 primary and secondary teachers in the sample of 300. Teachers perceived these working relationships to be positive and beneficial when colleagues collaborated to improve aspects of learning (Gu, 2014). The majority of teachers who perceived themselves to have close and positive relationships with staff described how trust and 'pats on the back,' (Gu, 2014 pp. 515) are crucial to feeling supported and motivated.

Networks

In research completed by Fox et al (2011) 11 secondary school science teachers were interviewed over the first three years of their career. Qualitative and quantitative measures were adopted over three years, meaning data was rich and detailed. However, as this study was relatively small and only three specific case studies relating to secondary education were presented within the final research, it cannot be generalised across education contexts. Nonetheless, findings provide insightful information related to relationships and networks.

Networks are a way of conceptualising connections and interactions between individuals, groups and organisations and findings from this research highlight the importance of in-school peer relationships (Fox & Wilson, 2009). Participants noted the importance of personal and professional relationships with Heads of Department and mentors were found to be critical to feeling a part of the department and to the settling in process (Fox & Wilson, 2009). While relationships within the department were seen as important, peer relationships across the schools were cited as most

positive (Fox & Wilson, 2009). External networking links enabled teachers to make contact with other teachers in similar situations using a range of mediums (Fox & Wilson, 2009).

2.7.3 Organisational Influencers

Through reviewing the literature, I identified three main areas related to organisational influencers in relation to TR: the role of school leadership, school culture and opportunities for continual professional development (CPD). In this section I will also review research into TR framed through the lens of Occupational Psychology (Griffiths, 2014). This paper relates to research looking at specific resilience building interventions in schools and draws on parallels between support for work-related stress and support for resilience building (Griffiths, 2014).

School Leadership

The effect of positive, trusting leadership to enhance development of staff is shown in the literature to be vital to TR (Day et al, 2007; Huberman, 1993). The role of leadership and its effect on the overall school culture is reported in the VITAE project (Day et al, 2006) which found that 80% of teachers in all stages of their career or life phases and contexts cited the impact of school leadership on their ability to be an effective teacher (Day et al, 2006). The influence of school leadership was found to be either perceived as positive or negative and the quality of this leadership was one factor found to be critical in impacting teachers' capability to remain motivated or stay or leave (Day et al, 2006).

As outlined earlier in the chapter, leadership has been found to be one of the top three reasons teachers cited for leaving the profession (DfE, 2018). However, findings from Chiong's (2017) research with over 900 teachers slightly contradicts this as the quality of teaching and management was least commonly rated 'very important' to teachers. Findings did show that the quality of teaching and management was more important for early career teachers with less than 10 years' experience (Chiong, 2017). This research also suggests that teachers with more experience are more likely to be in leadership positions themselves, and less heavily

impacted or nervous about leadership (Chiong et al, 2017) and cites the work of Devos et al (2012) describing how effective, positive leadership can be beneficial to teachers by indirectly increasing chances for professional mastery.

As previously outlined in section 2.7.2, Gu and Day's (2013) research draws on various case studies originally recruited through the VITAE project (Day et al, 2006). In one case study, a beginning teacher reflected on the importance of strong and positive leadership in creating a collaborative school culture and positive learning environment which facilitates the development of resilience (Gu & Day, 2013). This participant held the leadership team in high regard, explaining how receiving their recognition instilled commitment (Gu & Day, 2013). Reflecting on the collaborative nature of decision making this participant discussed how this was beneficial to her success (Gu & Day, 2013) She also appreciated professional 'back up' from leadership and their approachability (Gu & Day, 2013). This participant felt that openness and willingness to support at a highly stressful time enabled her to continue in the profession (Day & Gu, 2013). Although this research only draws upon one case study, it provides rich insight into one individual's experience with leadership as a factor in resilience.

School Culture

School culture can be defined as the attitudes, relationships, rules and understandings that affect how a school operates (The Glossary of Education Reform, 2019). It is also heavily interlinked with school leadership (Chiong et al, 2017) as the culture of the school is somewhat dependent on the leadership's values, belief and practices. In relation to the case study (Gu & Day, 2013) outlined in the school leadership section above, in which the teacher felt supported, a 'person centred' culture at school helped to facilitate collaboration as part of a team (Gu & Day, 2013).

The overall school culture was found to be a factor of great importance to longer serving teachers. In Chiong et al's (2017) study, teachers with more experience noted this factor as 'very important'; less experienced teachers did not. One participant in this study valued being a part of a community and felt emotionally

connected to it. Another participant explained that her feelings might be different if the school conditions were like those in other schools (Gu & Day, 2013). It is possible that experience of other school cultures and conditions and of their impact may enhance the belief in school culture as crucial for resilience (Gu & Day, 2013).

In research completed by Griffiths (2014), TR is explored through looking at interactions between management style, work design and employee health and wellbeing. This research investigated the deployment of the HSE Management Standards Approach (see Appendix 5) across four case study schools (1 primary school, 1 specialist setting and 2 secondary schools) for over 5 years. The head teachers of these schools completed telephone interviews to elicit their views on the approach. All four schools used the questionnaire to obtain staff voice and views about their current working experiences. Although this research is not generalisable due to the small sample and lack of control groups, it highlights the potential for a resilience building tool from another domain. All schools involved in the research then used information to develop strategies to increase the wellbeing of their staff, and thus their resilience. For example, one of the schools has since improved on site facilities, including a gym and Pilates sessions, offering all staff lunches as well as providing them with greater than average planning and preparation time.

Findings include the importance of developing effective line managers and looking at six areas of work known to be associated with stress: demands, control, support, relationships, role and change. The research highlights the importance of staff feeling valued and experiencing positive emotions in the workplace (Griffiths, 2014), acknowledging that this might seem minor, but suggesting that the role of positive emotions is critical to resilience.

Continual Professional Development (CPD)

In recent research completed by Ovenden-Hope et al (2018) the CPD programme, RETAIN is explored. RETAIN was a CPD pilot study that took place in primary schools in Cornwall over the course of a year and focused on areas of low socio-economic status. The aim of this programme was to improve teacher retention amongst Early Career Teachers (ECTs) in their first three years of teaching (Ovenden- Hope et al, 2018). The RETAIN programme, which was based on evidence known to increase teacher retention, particularly retention of Early Career Teachers (ECTs), was designed to involve teachers as active researchers, encouraging the role of the 'reflective practitioner' (Ovenden-Hope et al, 2018). The research was also designed to encompass Professional Learning Communities (PLCs) and peer support (Ovenden-Hope et al, 2018). PLCs can be viewed as a platform to encourage school and system capacity and improve pupil learning (Bolam et al, 2005). The research focused on teachers of 5-7 year olds; the CPD element of the programme involved teachers looking at evidence-based approaches to teaching literacy in order to develop these ECTs' knowledge and understanding of effective teaching, critical thinking practice and opportunities to engage in live lesson observations to encourage reflective development (Ovenden-Hope et al, 2018).

Twelve primary schools with high numbers of children entitled to free school meals (FSM) were identified. This links to research that TR is threatened to a greater extent in schools with high levels of socio-economic disadvantage (Day, 2007). The research commenced in January 2017 and 9 schools took part (two withdrew following the initial recruitment). 10 ECTs were involved in and completed the programme which consisted of taught modules, reflective practice through coaching and the development of peer networks and a professional learning community (PLC) (Ovenden-Hope et al, 2018). An online platform was available for teachers to access research and CPD materials, and all ECTs had a mentor in their school to support them. The RETAIN model developed as part of this research can be seen below in figure 3 which outlines the core principles of the programme and how they were designed to retain ECTs.

Figure 3 **The Retain 4 C's Model**

The methodology of this programme involved surveys and interviews with ECTs, Head teachers and mentors. Data was also collected through a focus group with ECTs. The research has been independently reviewed and although the initial findings are available, the paper by Maxwell et al is still forthcoming. However, notable findings include: ECTs' knowledge of approaches to teaching students from disadvantaged backgrounds, their self-efficacy and confidence increased; most teachers perceived RETAIN to be positive in regards to professional development and schools were open to letting teachers try their new learning in the classroom as a result (Maxwell et al, 2019). However, as this research involved no control group, it is hard to establish whether the changes seen as part of the research are a result of the programme, or related to other factors. This programme would need to be replicated, ideally alongside a control group, to produce more robust findings.

Findings from the VITAE project (Day et al, 2006) support the importance of CPD, as the research indicated that it consistently had a positive effect on teachers across professional life phases. 80% of primary school teachers were satisfied with the CPD opportunities provided. However, 75% of teachers were unhappy with the amount of time they had to reflect on their teaching and engage in learning opportunities from

colleagues (Day, 2006). Factors such as a heavy workload, financial restrictions of the school and time constraints were found to be barriers (Day, 2006).

2.7.4 Section Summary

In this section, I have reviewed the UK evidence base related to teacher retention and resilience, providing evidence to answer the question outlined in Section 2.1: *What does the UK evidence base suggest are the primary reasons for teachers staying in the profession?* This chapter has highlighted:

- Factors relating to TR can be viewed at personal, relational and the organisational levels.
- Personal influencers on TR include the role of identity, developing self-efficacy and a teacher's sense of vocation.
- Relational influencers include the role of relationships, a sense of belonging and the role of networks.
- Organisational factors are related to school leadership, the school culture and opportunities for continual professional development (CPD).

2.8 The Educational Psychologist's Role in Teacher Resilience

To date, there is limited research exploring the explicit role of the Educational Psychologist (EP) in supporting resilience in teachers in the UK. In an article by Gibbs and Miller (2014) two proposed ideas are presented in regard to how EPs can help support TR: through delivering training and professional development opportunities and through psychological consultations. Within their article, they cited the work of Critchley and Gibbs (2012) who used a positive psychology intervention where teachers were encouraged to write down three positive aspects about their day and describe their contributing role (Gibbs & Miller, 2014). Findings showed that the overall efficacy beliefs of the school staff increased in relation to the control group (Critchley & Gibbs, 2012). In addition, Gibbs and Miller (2014) describe a scenario where consultation is used by an EP to help a teacher regain resilience and belief in her teaching ability. Albeit a limited amount of evidence, it suggests that EPs may have a role in helping to promote and foster TR and wellbeing. In addition, within the

current climate, it is recognised that EPs are increasingly vulnerable to becoming a reactive, statutory service (Roffey, 2012). Although this is an important aspect of the work delivered by EPs, it does not work at a preventative or systemic level. Roffey (2012) argues that EPs are the ideal professionals to support schools in enhancing psychological wellbeing.

In a study by Greenfield (2015) a meta-ethnography approach was adopted by searching the literature in relation to qualitative TR studies. As this was a review, no new data, particularly in regards to the role of the Educational Psychologist (EP) was found. However, this research did highlight the importance of thoughts, relationships, actions and challenges on TR, along with how relationships and their resulting actions (e.g. colleague problem-solving) can act as shield, protecting individual beliefs (Greenfield, 2015).

2.9 Chapter Summary and Gaps in the Research

In this chapter, I have outlined the key literature associated with teachers leaving the profession and reasons why teachers stay within the profession. Various key themes emerged from the literature search, predominantly related to personal, relational and organisational influencers. These factors have all been shown to have an impact on teacher resilience (TR) within current UK research.

Widely researched in children, resilience research now needs to focus on different points across a lifetime (Luthar et al, 2007). With resilience recognised as critical to successful teaching (Gu, 2014) it is important that the literature on TR continues to evolve, with a particular focus on exploring the factors that facilitate and erode resilience (Gu & Day, 2013) Similarly, limited studies exploring TR have looked at how teachers themselves view resilience (Estaji & Rahimi, 2014). Addressing this would provide a more comprehensive understanding of TR and would go some way to addressing the crisis in retaining teachers in the UK. With the five year dropout rate being so high, it seemed pertinent to explore perceptions of resilience in teachers who had stayed in the profession for five years or more. New school workforce census data also shows the number of primary and nursery teachers rose by 0.5% in 2018, whereas the number of secondary school teachers decreased by

0.3%. This has made it even more relevant to explore factors that may have eroded or developed resilience in primary school teachers.

Due to these gaps, this research will focus on looking at TR in a small sample of UK primary schools in a LA in England. I chose to look at teachers in solely state-funded primary schools for a number of reasons. According to the UK government (2019) state funded schools are most commonly comprised of community schools, foundation or voluntary schools, academies and grammar schools, which may vary according to their level of financial control, or in relation to influence from the local council. My rationale for only including research from the state-funded sector in the UK is to reduce the level of variation when exploring similarities and differences in the reasons teachers leave or stay within the profession. Contextual information relating to the private sector can often differ substantially from state funded schools, particularly in relation to class size, school holidays and socio-economic demographic.

A phenomenological approach seemed the most relevant methodology (see chapter 4) particularly due to much of the UK research into TR being based on the large-scale mixed methods VITAE project. To my knowledge, there are no other UK studies exploring the notion of TR solely with primary school teachers at varying career stages using a phenomenological approach. In addition, by asking teachers about support from outside agencies, including Educational Psychologists, I am adding to the evidence base regarding TR in the field of Educational Psychology, which at present is rather limited.

With this in mind, four research questions were developed.

1) How do individual teachers perceive a ‘resilient teacher?’
2) How do individual teachers conceptualise their own experiences in the profession?
3) How do individual teachers perceive their own resilience?
4) How, if at all, do teachers perceive the role of the school and outside professionals, including EPs, in supporting their teacher resilience.

3. Methodology

3.1 Overview

In this chapter I will first outline the aims of this study, before discussing philosophical, epistemological, ontological and methodological approaches adopted. Methods used in the research design will be outlined, before discussing the approach taken to data analysis: Interpretative Phenomenological Analysis (IPA) (Smith, 1996; Smith, Flowers & Larkin, 2009). I will then reflect on my dual role as a researcher and practitioner, concluding by reviewing the ethical considerations of this study.

3.2 Research Aims

As a result of the gap identified in the research, this study aimed to explore the notion of teacher resilience (TR) by looking at individual perceptions with primary school teachers who had remained in the profession for five years or more. Chapter 2 outlined past research into TR (Day et al, 2006; Gu & Day, 2007; Day & Gu, 2007; Gu, 2014) along with attrition and retention (Barmby, 2006; Smithers & Robinson, 2003; Towers & Maguire, 2017). Research into TR in the UK tended to originate from the same group of authors, with several studies using secondary data collected as part of a large mixed-methods four year study (VITAE project, Day et al, 2006). However, there appeared to be a gap in relation to how teachers viewed their own resilience (Estaji & Rahimi, 2014). I was also aiming to explore factors that had fostered or eroded TR in the career so far, alongside understanding how individuals view the role of the school and outside professionals. As a result, this research aimed to:

- gain an understanding of the individual experiences of teachers who have been in the profession for 5 years or more;
- understand how individual teachers perceive their own resilience;
- gain an insight into what has helped to develop resilience and what, if anything, would help further foster this resilience. Four initial research questions were devised:

1) How do individual teachers perceive a ‘resilient teacher?’
2) How do individual teachers conceptualise their own experiences in the profession?
3) How do individual teachers perceive their own resilience?
4) How, if at all, do teachers perceive the role of the school and outside professionals, including Educational Psychologists, in supporting teacher resilience?

3.3. Philosophical Orientation

In this study, I adopted an interpretative, qualitative approach in order to explore teacher perceptions and experiences in depth. However, it is useful to highlight the philosophical assumptions of this approach. Firstly, it has been useful to reflect on my own philosophical approach as it has helped to guide my approach to the planning and gathering stages of my research, to better seek and understand knowledge (Huff, 2009). In line with qualitative researchers, I acknowledged the significance of reflecting on personal belief systems (Creswell 2011), something that has been particularly relevant to me due to my own experience of leaving the primary teaching profession before completing five years of service. Denzin and Lincoln (2011) proposed a research process table that I found useful to help frame philosophy and theory within my research. This can be viewed in Appendix 6 and outlines each stage of my thinking; the brief notes act as a representation of how some of my thinking evolved during the research process.

3.4 Research Paradigm

It was important that I considered research paradigms before starting this research project. Kuhn (1962) described research paradigms as based upon common agreements and beliefs held by researchers in respect to how issues should be approached and understood. Guba (1990) stated that research paradigms consist of ontological, epistemological and methodological positions.

Historically, positivist approaches to research have involved the quest for an ontological view of reality through a variety of scientific methodologies (Madill, Jordan & Shirley, 2000). Positivism is based on the premise that the external world presents a single, measurable and objective reality. Positivist approaches typically tend to experientially measure the objective world.

However, interpretivism suggests that truth is created by interactions between people within contexts, allowing individuals to construct how their world is experienced (Andrews, 2012) exploring inner thoughts, feelings and lived worlds. This belief informs my entire research rationale: the notion of 'multiple realities,' (Creswell, 2013) an idea that allies closely with a phenomenological study.

This research adopted an interpretivist, exploratory approach. Interpretivism is guided by the notion that sense-making of the world is only achieved through gauging understanding from the participants positioned within it (Cohen et al, 2007). An interpretivist approach aims to understand meaning from the individual level (Creswell, 2009) whilst trying to unravel concealed social forces (Scotland, 2012). As a researcher, I positioned myself as an onlooker, attempting to find meaning and interpret specific phenomena (Denzin & Lincoln, 2011).

The two principal research paradigms are the qualitative and quantitative approaches, with each approach encompassing individual assumptions and belief systems (Bryman, 2012). I adopted a qualitative approach in an attempt to understand participant perceptions and gauge an accurate representation of their own reality (Wiersema & Jurs, 2009).

Qualitative research was thought to be most applicable to this study because it focuses on understanding the differing views of people in a community (Choy, 2014) by searching for and unpicking underlying beliefs and values (Dudwick et al, 2006). I felt a qualitative approach would be appropriate to this study for several reasons. Firstly, I was not aiming to gather statistical or numerical data with a view to generalising this across a particular group (Babbie, 2010). A large scale, four year project (Day et al, 2006) aimed to understand teacher commitment and resilience; a number of follow up studies use this data set and therefore by focusing on hearing the voices of individuals, I decided a qualitative approach would be useful as it would aim to understand a nuanced experience of TR.

In qualitative research, it is acknowledged that researcher beliefs, opinions and ideals are undoubtedly influential in shaping the research (Creswell, 2013). As a result, I ensured this was a point of reflection and constant scrutiny throughout my research.

3.5 Ontology

Ontology denotes a theory of existence concerned with the characteristics and nature of reality (Creswell, 2013). Creswell also refers to the nature of qualitative research embracing multiple realities, focusing on the accounts of individuals who present different experiences. Ontology can be seen as exploring the overall description of existence and exploring and questioning reality (Hudson and Ozanne, 1988). With my research paradigm being a qualitative, interpretivist approach, the ontological position I took in this study was that of relativism. Scotland (2012) states that relativism is in the ontological position of interpretivism; Guba (1990) describes how relativism acknowledges the way reality is constructed on multiple understandings with none of these being true or false. Interactions between the world and language construct realities for people (Scotland, 2012).

3.6 Epistemology

Epistemology refers to the question of whether we have understanding or knowledge of reality (Jupp, 2006). Epistemology is concerned with the study of the theory of knowledge and justified beliefs (Setup, 2005). The epistemological stance I have adopted is that of subjectivism. Subjectivism is based on the idea that knowledge of the world around us cannot exist independently of our knowledge of it (Grix, 2004). As Crotty (1998) states:

> We need to remind ourselves here that it is human beings who have constructed it as a tree, given it the name, and attributed to it the associations we make with trees (Crotty, 1998 p. 43).

This relates to the idea that different people create meaning in a variety of ways (Crotty, 1998) and the idea of truth is derived from social actors in a participant's

world (Pring, 2000). This means that knowledge and meaning are constructed through the cultural and historical positions experienced (Scotland, 2012).

3.7 Methodology: Interpretative Phenomenological Analysis (IPA)

The methodological approach adopted in this study is Interpretative phenomenological analysis (IPA). IPA is an analytic approach first presented by Smith (1996) who proposed that psychology needed an approach that would enlighten both qualitative and experiential domains, whilst remaining cognisant of mainstream psychology both experientially and experimentally (Shinebourne, 2011).

The primary aim of IPA is to enable researchers to explore how individuals make sense of their world and experiences; IPA assumes that humans are self-interpretative, engaged and reflective upon their own lives (Pietkiewicz & Smith, 2012). IPA has been derived from three key philosophical theories: phenomenological, ideographic and hermeneutic approaches (Smith, Flowers & Larkin, 2009). Each of these philosophical underpinnings will be discussed, before exploring how they more broadly link to IPA research.

3.7.1 Phenomenology

Broadly speaking, phenomenology relates to the study of experience (Smith et al, 2012). Phenomenology was influenced by four key philosophers: Husserl, Heidegger, Merleau-Ponty and Sartre. It is not appropriate here to delve into each deep, philosophical approach but it is useful to provide a broad overview. Each of these philosophers focuses on the individual study of experience. Husserl described how phenomenology is concerned with a thorough and methodical reflection on day-to-day lived experiences (Smith et al, 2012). Husserl can be seen as viewing phenomenology's purpose as trying to study the nature of consciousness, also known as transcendental reduction (Smith et al, 2012). Husserl proposed that by adopting a phenomenological attitude, an individual must consider how something appears within one's consciousness; he discussed how when we engage in conscious activities, we focus on the specificity of the object, thoughts, feelings and

values, but fail to think about the experience in which we know these things (Shinebourne, 2011).

Heidegger drew on the work of Husserl but noted that the definition of phenomenology originates from the two Greek words, phenomenon and logos (Heidegger, 1962). The meaning of phenomenon relates to 'appearing,' or 'showing,' (Heidegger, 1962) yet, when presented as a verbal phrase, the word phenomenon implies that something is appearing that has not been existent before (Smith et al, 2012). Heidegger (1962) also highlighted that although this phenomenon may have particular meanings for an individual, these may also be hidden (Smith et al, 2012). Logos relates to the idea of reason, analysis or judgement (Smith et al, 2012). For this reason, Heidegger's philosophical stance can be seen as both phenomenological and hermeneutic; hermeneutics are concerned with interpretation and Heidegger discussed how meaning can be obtained through interpretation as it is appearing (Moran, 2000).

3.7.2 Hermeneutics

As mentioned above, the work of Heidegger links to the hermeneutic theory. Heidegger was concerned with the ontological question of existence (Pietkiewicz & Smith, 2012) and in relation to this, IPA can be considered to be double hermeneutic as the participant is trying to make sense of the world around them, whilst the researcher is trying to make sense of their personal world (Shinebourne, 2011). When the participants describe their experiences, they are making meaning from their inner world, yet at the same time, the researcher is trying to interpret and understand the participants' experiences of meaning making (Smith & Osborn, 2008). In this way, the researcher is accessing the participants' experiences through personal accounts as well as by acknowledging their own beliefs, understanding and values and how they will influence the research (Finlay, 2008). The hermeneutic circle is a theory of most relevance to IPA, as it focuses on the dynamic, interrelated relationship that a 'part' of something has with the 'whole' (Smith et al, 2012). From this perspective, clarity is only derived once viewed in context, something that relates to the iterative, circularity of IPA analysis, where the researcher will likely navigate through the data several times, as opposed to following a direct trajectory (Smith et

al, 2012). IPA examines a phenomenon as it emerges and how the researcher makes sense of that (Smith et al, 2012). IPA is based on the premise that in order to understand individuals' messages, one has to aim to understand the mind-set and language of those individuals (Freeman, 2008). IPA combines these ideas from phenomenology and hermeneutics as it understands that experiences are voiced and created from the individuals' lived experiences.

3.7.3. Ideography

IPA is also concerned with ideography, or the unique, particular study of an individual. Ideography differs from traditional nomothetic approaches in psychology that aim to make generalisations of human behaviour (Smith et al, 2012). IPA is ideographic in approach because it is not only concerned with exploring a detailed particular event or experience, but also aims to explore how phenomena are experienced by individuals in specific contexts (Smith et al, 2012). This commitment to studying every case at the individual level means that each participant's voice is heard and analysed in isolation, before being related to other participants' experiences. Unlike more traditional approaches, idiographic studies cannot make generalisable claims about group populations. However, due to studying each individual participant in depth, they can make specific statements about those individuals or the particular group within a specific context (Smith & Osborn, 2008). Within IPA, individual constructions are first analysed in depth before moving on to examining another participant. Once all themes have been generated at the individual level, comparison of these across participants can occur.

3.8 Alternative Approaches Considered

Before making a decision about using IPA within my study, I considered taking a narrative approach. Narrative approaches aim to explore in depth one or several individuals' longitudinal experiences on a given subject (Chen, 2016). Narrative inquiry could lend itself well to this research as similarly to the interpretivist nature of IPA, narrative inquiry views stories of individual experience through complex, multi-faceted and nuanced understandings (Etherington, 2004). Narrative inquiry has been said to mirror a story, having a clear beginning, middle and end (Denzin, 1989).

Although a narrative inquiry approach would have provided depth within individual stories to be told, I felt that not all teachers would necessarily have a clear beginning, middle and end to their experiences, specifically related to their own resilience. If I was completing an autobiographical account of teachers' whole teaching trajectory, then this might have been an appropriate approach. However, due to participants only having been in the profession for five years or more, I felt IPA would offer an in-depth look at personal lived experience, whilst not focusing on a complete narrative.

3.9 Design

In order to explore primary school teachers' perceptions of their own experiences and resilience, I adopted a qualitative research design, driven by the principles and approach of Interpretative Phenomenological Analysis (IPA). In line with IPA methodology, I analysed data using the approach outlined by Smith, Flowers and Larkin (2009). A purposive sampling approach with a homogenous group was adopted, as recommended by Smith et al (2009). With each participant, a semi-structured interview was conducted, voice recorded and transcribed verbatim. Each participant was given the option of member checking (which will be discussed in section 3.17) their transcript and one participant decided to engage with this process. Member checking is a form of participant validation and can be completed in several different ways. I will discuss my use of member checking and my rationale for using it in section 3.17. IPA analysis was then completed with each transcribed interview. The analysis process I used is outlined in detail in section 3.19.

3.10 Ethical Process and Protecting Participants

I submitted an ethical application to the University of Bristol's Ethics Committee in January 2018. Following this application, I was required to make minor amendments including making the sample size explicit and including further information on how the data would be stored. This was then agreed in March 2018.

The main ethical considerations of this research concerned protecting participants if a subject arose in the discussion which made them feel uncomfortable. As the research concerned resilience I thought this would be unlikely. However, by adopting semi-

structured interviews where participants had the flexibility to discuss topics of interest to them and steer the conversation related to their lived worlds and experiences, this had to be considered a possibility. I provided research flyers and information sheets prior to the interview (see Appendices 8 and 9) and provided and talked through with each participant a consent sheet at the start of the interview. This was also an opportunity to discuss the other information in more detail and answer any questions the participant had.

I reminded all participants that their involvement was voluntary and they could withdraw from the research three weeks after the interview had taken place. Participants were made aware that the interview would be voice recorded and transcribed verbatim. All participants agreed to a pseudonym to be used to ensure anonymity. Although I assured participants that every effort would be made to conceal identity including names and details of contexts, they were made aware that this could not absolutely be guaranteed. I considered strategies if participants were to discuss difficult or upsetting issues during the interview, and had information on support websites with me in case I needed to signpost participants to them.

3.11 Sampling

Purposive homogenous sampling was used in order to find a defined group for whom the research will be meaningful (Smith & Osborn, 2007). Primary school teachers teaching in one Local Authority who had been teaching for five years or more formed my homogenous sample. Although there is no concrete rule regarding sampling size in IPA, it is recommended that a researcher working at doctoral level should be aiming for between seven and ten participants (Smith et al, 2009) and therefore this was my aim. One of the distinctive qualities of IPA is its pledge to provide detailed interpretations of people's lived worlds, which can only be successful when done with a small sample (Smith & Osborn, 2007).

3.12 Recruitment procedure:

In order to recruit participants, I completed the following stages:

Stage 1

Firstly, I collated descriptive information of all primary schools in the local authority into alphabetical order.

Stage 2

Despite adopting a homogenous sampling approach in relation to investigating perceptions of a specific group of teachers (primary school teachers), I wanted to obtain a sample that was broadly representative of the diversity of the LA by recruiting teachers from schools located in varying socio-demographics. Therefore, I looked at information on each school's Ofsted report and grouped schools into one of three groups in relation to the number of children entitled to Free School Meals (FSM) and/ or Pupil Premium Funding (PPF). More details of my rationale and process can be viewed in Appendix 7.

Stage 3

I then randomly selected ten schools from the school list in order to sample some of the qualitative data presented in Ofsted reports and decide on grouping criteria. I noted that the language tended to refer to schools as having an average, lower than average or higher than average number of children in receipt of FSM or PPF funding. Information on how Ofsted defines these can be viewed in Appendix 7 I then assigned schools to one of three groups, relating to this qualitative information (Figure 2).

Figure 4 **Groups of Schools in line with Ofsted Data**

1= schools who have a higher than average, significantly higher than average, above average etc. children on FSM and/ or PP funding.

2= schools who have an average number of children on FSM and/ or PP funding.

3= schools who have a lower than average, significantly below average, below average etc. number of children on FSM and/ or PP funding.

Stage 4

It is important to note that there were nine schools in the local area where information regarding their PP funding of FSM data was unobtainable. Because three out of the nine schools recorded were new, the information was not available online. The six remaining schools did not have this information listed in reports. Therefore, I used a process of grouping them to the best of my knowledge into one of the three groups. This was done by looking at the closest geographical school while using my knowledge of the area. Although not a robust method, this seemed the most sensible way of grouping this small number of schools. However, this will be discussed in more detail in Chapter 6.1.

Stage 5

After the schools had been allocated into groups 1, 2 or 3, they were then regrouped into alphabetical order within their numbered groups. Each school was then assigned a number between 1 and 110 (110 was the total number of schools) using a random number generator. Group 1 schools were assigned a number between 1 and 60, group 2 schools were assigned a number between 61 and 70 and group three schools were assigned a number between 71 and 110. I initially selected three schools from each group, so nine schools were selected in total in the first instance. The first round of purposive sampling can be viewed in Table 1.

Table 1: First Round of Sampling

Group Number	Schools selected
Group 1 *(random number generated between 1 and 60)*	25, 37, 56.
Group 2 *(random number generated between 61 and 70*)	61, 63, 69.
Group 3 *(random number generated between*	77, 78, 100

Stage 6

I then e-mailed the link Educational Psychologists (EPs) who worked with the schools listed above an outline of the research, including an information sheet (Appendix 8) and research flyer (Appendix 9). I asked each EP to contact the Special Educational Needs Coordinators (SENCO) at the named schools, providing them with the flyer and information sheets to distribute to staff that they thought might meet criteria.

These EPs acted as initial gatekeepers for my research. My rationale for choosing to contact the schools through each EP is twofold. Firstly, it meant that I would not need to go through a first gatekeeper (e.g. school secretary) to get personal e-mails of SENCOs or Head teachers. Secondly, it seemed more likely that SENCOs or Head teachers would read and engage with the e-mail if it came from a person with whom they had a pre-existing relationship. However, I also had to address the ethical implications of this. Although I wanted participants to volunteer for the research, I did not want them to feel obliged, due to such relationships. I provided each EP with a standard e-mail format to send out. This can be viewed in Appendix 10.

Stage 7

This first round of purposive sampling did not gain any interest from class teachers and therefore after a week, I repeated the process by selecting nine more schools, liaising by e-mail with each EP who then distributed information on my behalf.

Table 2 Second Round of Sampling

Group Number	Schools selected
Group 1 *(random number generated between 1 and 60)*	18, 21, 40
Group 2 *(random number generated between 61 and 70*)	62, 64, 68
Group 3 *(random number generated between*	73, 91, 95

Stage 8

After no interest from the second round of purposive sampling, I sent the same email to every EP asking them to distribute the information to all primary school SENCOs they worked with. Within this e-mail, I also included the schools that had already been contacted to avoid them receiving duplicate information. The research was also added to a Local Authority head teachers' newsletter in order to advertise this research.

Stage 9

I received 13 responses from interested primary school teachers. Out of the 13 responses, six were from teachers who did not meet the criteria. Therefore, seven participants in total were selected for the research. These teachers were currently teaching in a primary school and had been teaching for 5 years or more.

3.13 Data collection

I wanted to elicit detailed stories, accounts and feelings of individuals' experience. Smith, Flowers and Larkin (2009) describe how semi-structured interviews are useful in acquiring this data due to giving participants a voice, marrying well with deep and personal discussions (Smith et al, 2009). Semi-structured interviews are sometimes referred to as conversations with a specific commitment in order to enable a participant to tell a story (Smith et al, 2009). In line with this thinking, I prepared a

schedule (see Appendix 11) that provided me with enough structure to guide my thinking, without providing too much rigidity that would mean the conversation could be inflexible.

In order to ensure my questions were open and expansive (Smith et al, 2009) I thought carefully about semantics. I also included prompt questions to ensure that I would acquire enough depth whilst engaging with the participant in the interview process. In line with IPA guidance set out in Smith et al (2009), I met with my thesis supervisor for a joint reflection on the interview schedule. As a result of this, I re-drafted two questions to ensure they were as open as possible.

3.14 Planning the Interview

I had to be aware of the number of different skills required when completing a semi-structured interview (Smith et al, 2009). Building rapport was critical at the start of the interview and active listening skills were fundamental to enhance engagement, or follow up a particular aspect of the participant's dialogue. Active listening requires an attentive approach, trying to understand what is being said, clarifying meaning with the use of explorative questions (Pietkiewicz & Smith, 2012). Through previous research and engaging in literature, I had a keen sense of what skills I needed to plan and deliver a good interview. However, I created an aide memoir sheet based on the work of Melish et al (2013) and Smith et al (2009) to ensure I drew upon these skills in the interview. This can be viewed in Appendix 12.

The interview schedule I developed included seven questions or themes for discussion (see Appendix 11). In line with the above diagram, I ensured there were specific opportunities to build rapport. In line with Smith et al (2009) I ensured I used a variety of question starters in order to make sure the questions were open and explorative.

3.15 Pilot Interview

Carrying out a pilot study allowed me to reflect on the specific semantics of questions, the sensitivity of their content and whether they resonated and made sense to the participant. The pilot interview process also enabled me to reflect on my own skills as a researcher, particularly on my interview style (see Appendix 13 for reflection).

In line with Smith et al (2009) I carried out a pilot interview with a teaching friend. Although this created an artificial situation with a pre-existing relationship, the main purpose of this interview was to ensure the questions made sense to her, the wording was clear and understood. Completing this pilot interview also enabled me to become familiar with the schedule itself, something that Smith et al (2009) encourage through the use of pilot interviews. As a result of this interview, I changed some of the initial wording of question 1. This was due to feedback from the pilot interviewee who expressed that she found it hard to immediately think about her own resilience. The reworking of this can be seen in (Appendix 13).

3.16 Conducting semi-structured interviews

I arranged to complete interviews with seven interested participants. Participants were provided with an information sheet (Appendix 8) and consent sheet (see Appendix 15). All participants were advised that the interview would last approximately 45-60 minutes, would be recorded and that their personal information would be anonymised. Interviews were conducted between June and July 2018 and took place at the school where each participant was currently teaching.

3.16.1 Demographics of Participants

As a result of this change in approach to sampling, the teachers who participated in the study did not represent the three original groups based on the demographic of the school. The seven participants who volunteered to take part in the research came from a total of four schools. Three of these schools were from group 3, so taught in a school with a higher than average number of pupils eligible for FSM and/ or PP

funding. The remaining school served a demographic of a lower than average number of pupils eligible for this funding. As a result, five out of the seven participants taught in disadvantaged areas of the local area.

Table 3 Participant Information

Participant (pseudonym)	Current year group taught	Number of years teaching	Role/ responsibility in school	School group according to FSM / PP funding**
Emily	5	30+	Subject leader	1
Marilyn	4	11	Subject leader	3
Kate	Nursery	5	Subject leader	1
Claire	1	6	Middle leadership team	1
Rachel	4	13	Middle leadership team	1
Jo	Reception	7	Subject leader	1
Lucy	Reception	19	Wellbeing team member	3

***Participants were grouped into Group 1, 2 or 3.*

1= schools with a higher than average, significantly higher than average, above average etc. children on FSM and/ or PP funding.

2= schools with an average number of children on FSM and/ or PP funding.

3= schools with a lower than average, significantly below average, below average etc. number of children on FSM and/ or PP funding.

3.17 Member checking

Following the interview, participants were provided with the option of checking their transcript in order to review their narratives. In qualitative research, member checking, participant validation or respondent validation is often used as a form of quality control, to evaluate the credibility or reliability of data (Doyle, 2007). Member checking most commonly involves participants being provided with the transcription of their interview and a copy of the developing findings or the initial research report (Thomas, 2017). Member checking has long been thought of as a central way of establishing quality and credibility within qualitative research (Lincoln & Guba, 1985). However, because of the interpretative nature of IPA and due to my sample being larger than a single case study, member checking can be deemed less appropriate (Larkin & Thompson, 2012). Through the IPA analysis stage, themes are grouped and combined, something which can make member checking challenging (Larkin & Thompson, 2012). In order to ensure quality in the analysis process, engaging in peer validation or audit techniques with a colleague is often considered appropriate (Larkin & Thompson, 2012). This enables a researcher's thinking at the analysis stage to be validated by a professional colleague, providing an element of checking thinking and participating in reflection. It therefore felt ethical to provide every participant with the option to review their transcript and therefore I provided this as a clear option on the information sheet. I also ensured I reiterated this verbally to every participant at the start of the interview. In order to ensure my analysis process was audited and reviewed, I engaged with peer validation sessions with both a colleague and my supervisor.

3.18 Validity, credibility and reliability

When completing qualitative research, there are no complete, unequivocal criteria to evaluate success (Braun & Clarke, 2013). Instead, there are a wide variety of qualitative criteria measures available (Hannes et al, 2010; Braun & Clarke, 2006; Elliot et al, 1999; Tracy, 2010). Albeit this provides various options, the checklist format of these criteria can lead to a routine exercise, where the subtleties will be missed (Smith et al, 2009). Yardley (2000) proposed a set of four validity principles

that can be used flexibly, according the type of study conducted, which are considered one of the most successful theoretical neutral quality criteria (Braun & Clarke, 2013). These quality criteria are outlined in Chapter 6 where I will reflect on them, using them as a self-appraisal framework in order to judge the quality of my research.

3.19 Description of Data Analysis

Firstly, I reflected on each interview in my 'researcher diary' (Appendix 16). This enabled me to immediately reflect on the interview process, thinking about how I felt, whilst making notes on how I perceived the participants to have felt. I also asked myself four questions after each interview. These four questions were:

- How did I feel during and after the interview?
- How do I think the participant felt during and after the interview?
- What have I learned?
- What would I do differently?

I felt that these questions enabled me to be reflective, while acting as an aide memoir when I came to analyse the data. I felt these questions aimed to represent the 'double hermeneutic' aspect of IPA as these questions provided a 'stepping stone' when making sense of my own interpretation, of the participant making sense of their own experiences. Reflections can be seen in Appendix 16.

Once the data had been transcribed verbatim, I began the analysis stage outlined by Smith et al (2009). This process is defined in the Table 4 overleaf.

Table 4 Analysis Stage Outlined by Smith et al (2009)

1: Reading and re-reading	This step involved me reading and familiarising myself with the data. Through listening to the audio recording whilst reading and re-reading, I began to actively engage in a slower, reflective process as opposed to a rushed, reductive approach (Smith et al, 2009). I made notes regarding any initial thinking or reflections at this stage.
2: Initial coding	This stage involved me producing complex notes on the data including descriptive, linguistic and conceptual concepts (Smith et al, 2009).
3:Developing emergent themes	Using my initial coding from Step 2, I began to record the emerging themes from the data (see Appendix 17)
4. Searching for connections across emergent themes	I then ordered the themes in relation to how they fitted together (Smith et al, 2009). In order to help me make sense of this information, I used abstraction (developing emerging themes and super-ordinate themes) and polarization (looking at the oppositional relationships between emergent themes) (Smith et al, 2009) (See Appendix 18).
5: Moving to the next case	I then repeated the process for every individual participant.
6: Looking for patterns across cases	In order to identify patterns across each case, I looked at the overall picture of themes and reflected upon the most apparent themes. I re-labelled themes as appropriate.

3.20 Triangulation of data and interpretations

In section 3.16, I discussed using peer validation and audit to reflect on my interpretations from the analysis stage. The aim of this was not to try to establish inter-rater reliability; the very nature of IPA does not lend itself to this notion as what would be regarded as the truth or meaning to one person, is likely to be different for another. The main aim of this process was to enable me to reflect on my own interpretations, aiming to establish a deeper level of reflection as opposed to accepting my first interpretations.

4 Findings

4.1 Overview

The purpose of this chapter is to explore the findings highlighted in my research in relation to teacher resilience (TR). In line with the foundations of Interpretative Phenomenological Analysis (IPA), the phenomenological experience of each participant will be explored, combining this with my stance as a researcher by interpreting the meaning of each idiosyncratic experience. The principles of this methodological approach are discussed in detail in Chapter 3.

I will begin this chapter by providing a 'pen portrait' of each participant to provide knowledge of each unique and individual position. In order to ensure anonymity only key information is presented. To provide further clarity to the reader, I will then provide brief contextual information about the four schools in which this research was conducted.

Exploration of my findings will first be presented in a table, before visually presenting these in the form of a thematic map. Each theme will then be explored individually, highlighting how it was presented by each participant in the study. Quotations from different participants will be referenced, exploring what each quotation tells us about the experience of that individual. I have chosen to present the findings in a thematic way (under themes as opposed to individual participants) as I felt it provided a clearer account of the findings. As the reader is pivotal to the hermeneutic dialogue in IPA (Smith et al, 2009), I have aimed to make the process as clear and transparent as possible by containing all information related to a theme within a discrete section. The chapter will end with a summary of the main themes and findings.

4.2 'Pen Portraits' of each participant

For ease of reference, I have included the demographic and contextual information for each participant in Table 5.

Table 5 Participant and School Information

Name (pseudonym)	Current year group	Number of years taught	Role/ Responsibility in school	Name of school (pseudonym)
Claire	1	6 years	Middle leadership	School A
Emily	5	30 years	Subject leader	School B
Kate	Nursery	5 years	Subject leader	School A
Rachel	4	13 years	Middle leader	School C
Marilyn	2	11 years	Subject leader	School D
Jo	Reception	7 years	Middle leader	School B
Lucy	Reception	19 years	Wellbeing team member	School D

Claire

Claire is a Year 1 teacher in an average sized school (School A). Claire has been teaching for 6 years, all of which have been at her current school. Claire has previous experience working as a Teaching Assistant (TA).

Emily

Emily currently teaches Year 5 in a smaller than average primary school (School B). Emily has been teaching for 30 years and has taught at a number of schools in the local area and across the UK.

Kate

Kate currently teaches nursery at an average sized school (School A). Kate is at the end of her fifth year of teaching and is going to teach another year group next year. Kate has previously taught in three different schools across the country.

Marilyn

Marilyn teaches Year 2 at a larger than average primary school (School D). Marilyn has taught for 11 years and has been a teacher in two different schools locally.

Rachel

Rachel currently teaches Year 4. Rachel teaches in a smaller than average primary academy (School C). She has been teaching for 13 years. Rachel has taught in various year groups.

Jo

Jo teaches Reception in a smaller than average primary school (School B) and has been teaching for 7 years. Prior to this, Jo worked in another school in the local area for approximately 6 months.

Lucy

Lucy currently teaches in Reception in a larger than average primary school (School D). Lucy has worked in Year 6, Year 2, Nursery and Reception but considers her passion to be in the Early Years.

4.3 Description of School Contexts

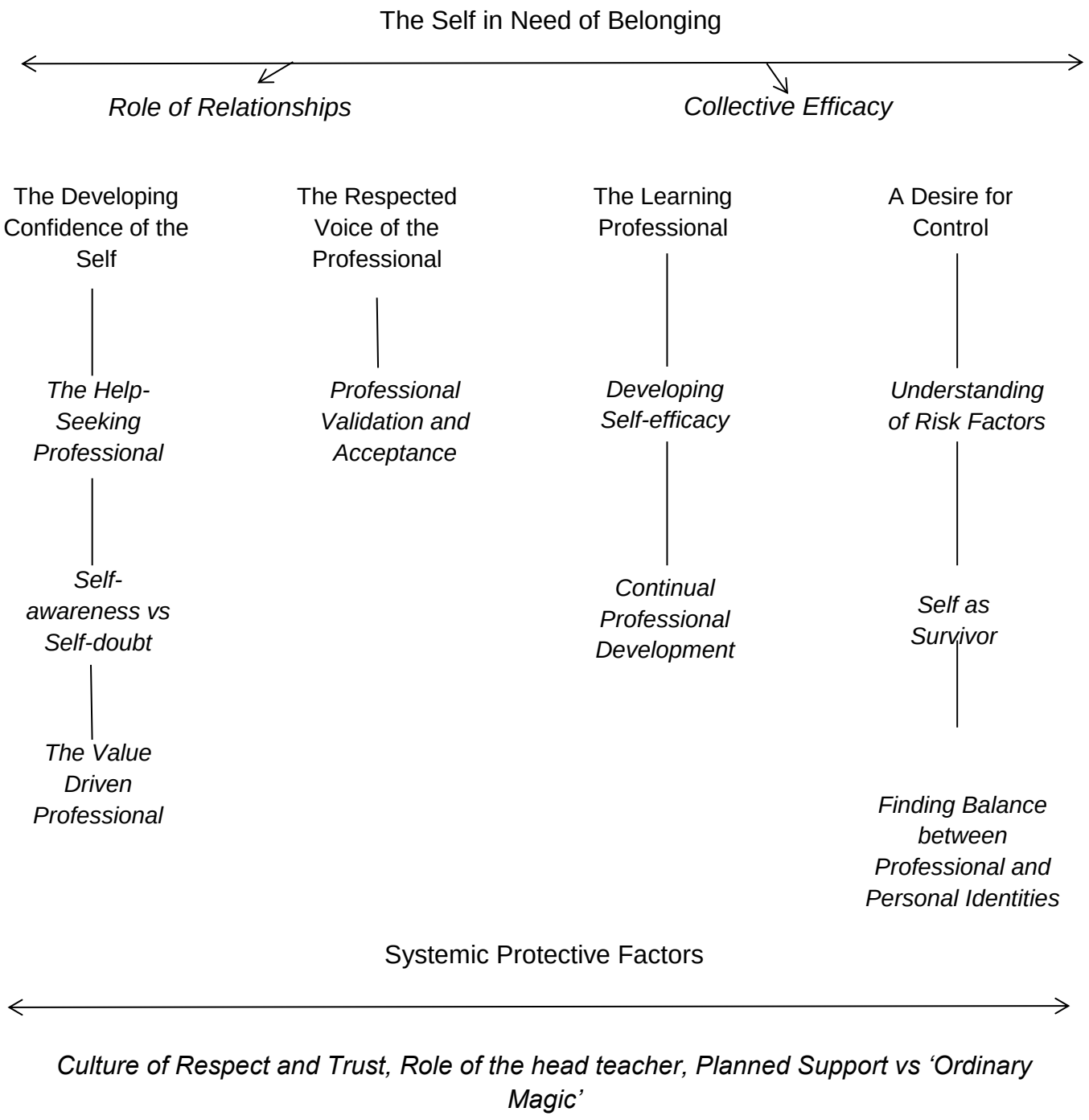
A brief description of each context can be viewed in Appendix 14 with information related to its size and number of children eligible for free school meals (FSM) or who are entitled to Pupil Premium (PP) money. The particular socio-demographic they serve will be explored.

4.4 Thematic Map

Following the principles of IPA analysis outlined by Smith et al, 2009 (See Chapter 3) I analysed my data. Six main themes were identified based on their frequency in all the participants' transcripts (see Appendices 17 and 18 for example analysis). After looking at each individual account in detail, these six main themes were identified through searching for connections across cases. As mentioned, I have presented these findings in both tabular (Table 6) and thematic map (Figure 5) formats. I have chosen to do this as I felt that tabular format did not capture the 'bigger picture' of the data and did not show the complex nature of each theme and how it is connected and influential to others. I hope the thematic map represents the inter-connecting nature of the themes more fully.

Table 6 Overarching Themes

Theme	Subtheme
The Self in Need of Belonging	Role of relationships
	Collective efficacy
The Developing Confidence of the Self	The help-seeking professional
	Self-awareness vs self-doubt
	The value driven professional
The Respected Voice of the Professional	Professional validation and acceptance
The Learning Professional	Continual professional development (CPD)
	Developing self-efficacy
A Desire for Control	Understanding of risk factors
	Self as survivor
	Find the balance between identities
Systemic Protective Factors	Role of the Head teacher/ leadership
	Planned support vs 'ordinary magic'
	Culture of respect and trust


The Self in Need of Belonging
Role of Relationships
Collective Efficacy
The Developing Confidence of the Self
The Respected Voice of the Professional
The Learning Professional
A Desire for Control
The Help-Seeking Professional
Professional Validation and Acceptance
Developing Self-efficacy
Understanding of Risk Factors
Self-awareness vs Self-doubt
Continual Professional Development
Self as Survivor
The Value Driven Professional
Finding Balance between Professional and Personal Identities
Systemic Protective Factors
Culture of Respect and Trust, Role of the head teacher, Planned Support vs 'Ordinary Magic'

At the top of the thematic map is the theme of ‘The Self in Need of Belonging.’ This is because analysis showed this to be a central theme to the research, on which other factors are dependent. This will be discussed in more detail in Section 4.5.

Underneath ‘The Self in Need of Belonging,’ are the four themes ‘The Developing Confidence of the Self,’ ‘The Respected Voice,’ ‘The Learning Professional,’ and ‘A Desire for Control.’ Underneath these themes are the associated subthemes, represented by adjoining arrows.

At the bottom of the thematic map are ‘Systemic Protective Factors,’ including the related subthemes. This is positioned at the bottom with an arrow directed across the thematic map due to the findings showing these organisational factors to also be influential to other themes. This will be discussed in more detail in Section 4.10

I will now take each theme and discuss its meaning. In order to evidence how it was presented in the data, I will include quotations from individual transcripts.

4.5 The Self in Need of Belonging

The theme of needing to belong was a compelling theme captured by the data and influential to other findings. Desire to belong was displayed through the subthemes of ‘The Role of Relationships,’ and ‘Collective efficacy.’ Participants discussed the role of social and professional relationships as well as elements of community support and teamwork in aiding the feeling of belonging to a specific community.

4.5.1 The Role of Relationships

The role of relationships emerged in different ways for each participant. Some participants talked about the importance of personal friendships, whereas others described how collegial relationships or the relationship with the head teacher had been fundamental to their development of confidence as a practitioner. What was clear was that all participants thought their relationships helped to instil a sense of belonging and security, enhancing their everyday capacity to teach.

Claire viewed relationships as essential in order to bounce ideas off one another:

Claire: *You know you obviously develop friendships, relationships plus you get a sounding boards, professional and non-professional* (Pg 11 lines 14-15).

Claire described how she has developed friendships as opposed to just supportive colleague relationships. Analysis showed that through professional and non-professional support Claire felt her personal and professional identities were supported in school.

Similarly, Marilyn described how people in her school have good relationships. Marilyn focused more on the professional aspects of support and how she values being able to have good conversations in relation to learning and the job.

Marilyn: *People get on very well (…) there's lots of very good and strong relationships and lots of good conversations about learning and getting to grips with what the children are struggling with (...) So those are all supportive conversations* (Pg 19, lines 1-5).

Emily referred to the role of relationships in the school as being positive. She recognised a balance between the professional role and the light-hearted role of personal relationships formed.

Emily: *The head teacher summed it up once (…) we take our jobs very seriously, but we don't take ourselves too seriously, and we have that laugh* (Pg 21, lines 21-23).

Jo, at the same school as Emily, described how relationships were built at the beginning of the year through strategies such as a team building day.

Jo: *We do things like (…) a team building day (…) I think that's really good for resilience because it helps you build those relationships* (Pg 21, lines 11-13).

This suggests Jo valued relationships at school and the opportunities provided to develop them at the start of the year. However, she did not make explicit reference to friendships. This is in contrast to Lucy, who described friendships outside school as offering invaluable support:

Lucy: *It was friends. It was those good friends that I walk with and it was talking through that and just realising (…) what have you got to lose (Pg 13, lines 11-13).*

This implies Lucy's view of friendships as pivotal in increasing her sense of belonging and confidence.

Rachel also viewed the relationships she has formed positively, describing how the experiences the team have shared together had helped them feel a connectedness and been influential in developing resilience.

Rachel: *We're such a strong team (…) (…) I mean that process that we went through has made us really resilient staff. (Pg 4, line 25).*

4.5.2 Collective Efficacy

The subtheme of collective efficacy was analysed in relation to two particular areas. Firstly, I found the participants felt that being a part of a team and working towards a collective goal were beneficial to a feeling of belonging. Secondly, participants reflected on times when they hadn't felt a sense of collective support and had therefore felt isolated. However, collective efficacy helped to support this. Emily explained:

Emily: *Because it's quite an isolating profession if you let it because you're in your four walls all day long* (Pg 18, lines 3-4).

Explaining that she has felt alone in the profession, Emily used the words *"let it,"* suggesting an onus on the individual to seek out relational support in order to feel less isolated.

Similarly, when discussing an experience in a previous school, Rachel described the feeling of isolation in the profession through the use of a water metaphor:

Rachel: *You felt like you were very much 'islands,' like you weren't working together at all* (Pg 4, line 14).

Rachel placed emphasis on establishing collaborative working relationships with colleagues to develop collective efficacy and enhance her sense of belonging.

Jo described a feeling of collective efficacy created by a collaborative mindset in the school, with no one wanting to let others down.

Jo: *You want to make the effort to come in because it's (…) reciprocated, if you make an effort (…) you get something back from it (…)everyone sort of cares a bit more and if you're feeling down you don't let it get to you because you still want to come in and carry on* (Pg 14, lines 11-16).

This represents a sense of belonging and a desire for success to be collective as a team. Analysis suggests an element of moral responsibility on Jo's behalf; because of the collective support she feels as a team, she wants to reciprocate.

4.5.3 Section Summary

The theme of the self in need of belonging was analysed within the data in relation to two subthemes: the role of relationships and collective efficacy. Teachers valued different types of relationships formed at school with staff and senior leaders, including the head teacher. Various teachers talked positively about these professional relationships in relation to sharing ideas, expertise and knowledge, and several participants valued developing friendships with their colleagues. Collective efficacy was analysed in relation to working towards an end goal together and feeling a part of a team. Several participants discussed previous experiences of isolation within the profession and how relationships with staff can help to restore a sense of belonging.

4.6 The Developing Confidence of the Self

A prominent theme identified in this study was 'The Developing Confidence of the Self;' how each teacher felt in relation to their own confidence as a practitioner and how this had developed over their careers so far. All teachers reflected on confidence as transitory, discussing how it had increased or decreased over time. Analysis showed that this appeared to interconnect to their feelings of resilience. Three sub-themes were identified in the research related to confidence: 'The Help-Seeking Professional, 'Self-Awareness vs Self-Doubt,' and 'The Value Driven Professional.'

4.6.1 The Help Seeking Professional

An important subtheme that presented itself in relation to developing confidence was teachers' need to feel able to seek help from a variety of levels at different points in their careers. However, this help had to be meaningful and valuable. Participants discussed that the first step was to feel confident to seek help as often they perceived a stigma associated with help-seeking.

Kate: *A big journey I've been on as a teacher (…) was (…) becoming confident enough to ask for help* (Pg 8, line 15).

Kate talked about how it took time to shift her feelings towards seeking support, which she saw at the start of her career as a form of failure. Kate has now developed in confidence to seek this support.

Similarly to Kate, Lucy viewed asking for help as being a journey that teachers experience. She discussed how feeling able to ask for help links to her feeling of resilience.

Lucy: *Not just having support networks, actually open to reaching out for support (…) not like showing the world, 'look how competent I am,' (…) I think that's where the resilience is* (Pg 18, lines 22-28).

Lucy talked about help seeking being linked to resilience, suggesting an element of masking feeling, not seeking help in order to appear successful. Analysis showed that help-seeking was integral to Lucy's development in confidence.

Emily also perceived help-seeking as a key attribute of success, directly relating its impact to resilience.

Emily: *A resilient teacher is one who isn't afraid to ask for help when needed. I'm very poor at that because I see it as failure sometimes if I need to ask or if I'm struggling* (Pg 14, lines 5-7).

This shows Emily's high expectations of herself. Emily described a stigma of failure associated with help-seeking. Interestingly, Emily perceived being able to ask for help as contributing to resilience in teachers, perhaps viewing herself as less resilient than

other participants because she had not yet been able to shift the stigma of seeking help, unlike Lucy and Kate.

Claire discussed valuing two types of support available to her at school. Claire implied she felt confident to seek this help and support according to the specific situation.

Claire: *In a non-professional kind of way (…) "I'm having trouble with this, this is driving me mad, can you help?" With the same problem, I might go to SLT and say "look, I'm really struggling with this, can you advise? It would be the same problem but I would just approach it slightly differently depending on the relationship I've got* (Pg 11, line 17).

Claire valued the different support available to her, providing her with a choice and agency in how to seek help. However, Claire also described how if help and support is not sought by the individual teacher, this can undermine confidence:

Claire: *But I know if I was sort of struggling with something and I had, you know, the Head of English, the Head of Maths and maybe the Head of phase were all sort of taking it in turns to support me, I could feel you know I'm getting loads of support they want me to succeed (…) but then I can also see how some people could be like "OK they're getting lots of people to support me, I must be doing really badly,"* (Pg 9, line 9).

This emphasises the importance of confidence to seek help, as well as speaking to the nuance of help-seeking behaviours in social contexts and the implications on self-evaluation.

4.6.2 Self-awareness vs Self-doubt

The subtheme of self-awareness vs self-doubt was found in the data. Participants discussed times when they overcame elements of self-doubt and began to become more self-aware, something that increased their confidence in themselves and their ability as a teacher.

For Kate, her self-awareness interlinked with her confidence to ask for help. She described recognising that in order to develop her practice (following an observation with the head teacher) she needed to become self-aware in regards to the benefits of reciprocal support. She described:

Kate: *I didn't feel like it was just me going "help, I'm drowning," because actually it was a bit like well (…) you do this for me I can help you with that, so it was reciprocal (…) and it was a turning point for me* (Pg 9, line 11).

Kate discussed how she began to move away from the self-doubting notion that help-seeking is a failure, towards the self-awareness of which colleagues could help her and the benefits of support, including reciprocity. Kate described how this had changed her practice and outlook.

This was shown in a similar way with Emily. However, as discussed, Emily still had elements of self-doubt due to negative perceptions of help-seeking. Emily did, however, express a desire to shift towards asking for help more often, seeing this as key to resilience. Emily's self-doubt was also shown through her comparison to others.

Emily: *You look at these other teachers. They're smiling. They're happy they walk off at quarter past three and they haven't got piles of books they're carrying home (…) you just think everyone's doing a better job* (Pg 18, lines 5-7).

This shows Emily's self-doubt when comparing herself to others she perceives to be doing a better job. This, alongside the belief that help-seeking can feel like internal failure, suggests Emily's awareness of other people, their beliefs and perceptions and how she positions herself in relation to them.

Self-awareness and self-doubt arose at differing points of Lucy's career. Lucy described how she lost professional confidence after qualifying and taking time out for maternity. She struggled with the confidence to apply for another teaching position, describing how it was her friend who acted as a mediator in eroding self-doubt by encouraging her to apply for a job-share role. Lucy has shown development from self-doubt to self-awareness by becoming aware of the nature of her "impossible" job and therefore seeking her own mutually supportive network of colleagues. Lucy used a water metaphor to describe the challenges of her role:

Lucy: *We're all learning all the time (…) (…) I think most of us have only just got our heads above the water (…) (…) we're paddling like furious (…) (…) I truly believe this is the best job in the world (…) but I also think it's also an impossible job (…)I'm involved in this group of women (…) and we go for a huge walk (…) so that we can talk about stuff, you can just vent* (Pg 7, lines 2-4).

This quotation highlights how, from first doubting herself and her abilities, Lucy developed in confidence, becoming more self-aware and proactive in help-seeking when needed.

Rachel described a personal experience of extreme stress and anxiety as a teacher, being unaware of how ill she was and carrying on, despite feeling unable to do so at times. She discussed how her confidence was tested when she started at her current school.

Rachel: *I just thought this panic (…) 'oh my goodness they're not going to do very well at all in their SATS,' (…) I went to the head about it who said (…) it's your responsibility and it's all on you (…) so that's not quite what I wanted to hear so then it was panic (…) and I just spent the whole year incredibly stressed (…) but again, I didn't know how stressed I was* (Pg 6, line 5-15).

The repetition of the word 'panic' and 'stressed' shows the internal anxiety Rachel felt. Self-doubt is shown through the level of panic Rachel experienced. When reflecting back, Rachel was able to talk about how unrealistic these demands were. However, at the time, Rachel and her head teacher placed this responsibility on her shoulders and doubted her ability as a teacher in relation to pupil progress. Rachel's journey towards self-awareness is shown through her understanding that teachers can appear fine on the outside while struggling internally.

Rachel: *Because you're a swan, you know you've got your game face on, her game face is so good, you wouldn't even realise* (Pg 24 lines 15-16).

Rachel used the metaphor of a swan to describe how teachers can appear confident and resilient in spite of struggling internally. This shows a development of self-awareness in Rachel.

4.6.3 The Value Driven Professional

The Value Driven Professional was an important subtheme that emerged throughout the research. Individuals reflected on their sense of values when thinking about their original motivations to enter the profession. All participants reflected on an intrinsic motivation to teach and the idea that they would be helping others, citing making a difference as a contributing factor. For all participants, their sense of internal values was paramount in their everyday lives as teachers and several discussed the dilemmas associated when their internal core values clashed with systemic values.

Kate reflected on her experiences in a previous school; she felt positive and happy that the systemic values were aligned to her own. Kate was motivated to enter the profession through her love of working with children and described how it felt like this school was the place she "*needed to be,"* at that point in her career.

Kate: *The children were (...) loved (…) I do wonder if I'd gone to somewhere that wasn't that school for my second year whether I would have had to just say, no call it quits, not having anymore, because I think it's tied in with your confidence and you're not going to be resilient if you don't think you're doing a good job* (Pg, 13-14, lines 23-25 & 4-5).

Kate talked about deeply-held values she shared with the school and how her professional confidence grew as a result. Kate implied that in order to feel resilient through believing she was doing a good job, holding similar values to the system was crucial.

Emily showed mixed feelings about being a professional driven by values. Emily described how her values had been positively shaped over the years, and how working in one particular context had helped to develop her understanding that success for children does not always equate to academic results. Emily spoke positively of this development, indicating that her values had changed *"as a person as well as teacher,"* (pg 4, line 13).

However, Emily also talked negatively about how external values had changed over the course of the career; displaying frustration about success being measured through tools such as academic league tables.

Emily: *But I have found that (…) the goal posts have changed so much (…) because of the publishing of school results (…) it puts huge pressure (…) there may be many reasons behind those statistics (…) the fact that children actually even turn up to school is progress* (Pg 6, lines 16-20).

Analysis suggested that teachers can feel deflated and disillusioned when their own values contrast with values placed upon them through external pressures. Emily entered the job because she saw teaching as a vocation, and enjoyed the community aspect of the role which she described as lost due to the pressure of academic league tables.

Marilyn, whose confidence in herself as a practitioner was heavily shaped by her values, described incidents where these values gave her confidence to stand up for her beliefs even if this resulted in potential conflict.

Marilyn: *So sometimes I think things that we are asked to do aren't either important or necessary (laughter) so you have to be quite strong in (…) what you believe in (…) understanding of what's important and what's necessary* **(**Pg 3 line16-18).

Marilyn indicated that she had the confidence to make individual decisions about which tasks were important in line with her values. Through analysis, I felt that this implied a level of frustration with the system in which she works.

Rachel described how her values had helped develop her confidence, but also how this had, in her eyes, impacted her resilience.

Rachel: *If I'd gone through what they were going through in their home situations I wouldn't have even been able to get out of bed in the morning let alone come to school (…) it's really empowering when we look at what some of our children do, they're the most resilient human beings that I've ever met in my life (…)* (Page 8, lines 13-24).

Rachel felt passionately about the intrinsic value of holding children at the centre of her role. The feeling of empowerment that Rachel describes is fundamental in helping to motivate her, develop her confidence and help her carry on during challenging times.

Claire was driven by her values in a different way from the other participants. Although Claire entered teaching for the same intrinsic motivations as the others, once in the profession many of her values related to how she was perceived by others and her motivation was often related to external extrinsic rewards.

*Claire: I'm intrinsically motivated to keep up the external view of myself (*Pg 7, line 3).

It appears that her values were influenced by others. Unlike other participants who describe how their inner values often came into conflict with the system, it appears Claire often adapts her practice to ensure she is being recognised and praised through the system. Claire's values seem now to be primarily concerned with progression, something other participants did not mention as a core principle.

4.6.4 Section Summary

'The Developing Confidence of the Self,' was an important theme found within the data. All participants discussed times where their confidence had increased or decreased during their career and this theme was represented through the subthemes of 'The Help-Seeking Professional,' 'Self-Awareness vs Self-Doubt and 'The Value Driven Professional.' A key finding related to the importance of teachers feeling confident enough to seek support when needed, from a range of levels that felt purposeful and meaningful. Analysis showed participants sometimes felt a stigma, linked to perceptions of failure, associated with seeking help. Some participants discussed overcoming this stigma and now felt more confident with help-seeking. Participants also talked about how they had experienced both self-doubt and self-awareness in their roles and how being a professional confident in their own values was important to their feelings of resilience. Participants discussed times of confidence that their values were aligned with the system and times when they conflicted with it. However, these findings all interrelate to the theme 'The Self in Need of Belonging.' Participants needed established relationships in order to seek help, and a sense of belonging at school to make best use of peer support. This sense of belonging was enhanced when internal and system values aligned.

4.7 The Learning Professional

A theme identified within the research is the idea that teachers are continually learning and developing their craft. Participants talked about how being a reflective practitioner, open to learning and upskilling, is essential to developing into a confident and resilient practitioner. This overarching theme is associated with two subthemes: Continual Professional Development (CPD) and Developing Self-Efficacy.

4.7.1 Continual Professional Development (CPD)

Several participants highlighted that CPD was an integral part of learning and developing professional pedagogy. Several referenced CPD directly as a factor they perceived as influential to their own resilience.

Marilyn: *Staff meetings where we really look at the (…) pedagogy, bringing in new ideas. Because there have been times when it's felt like you've got to re-plan lessons just because (...) Whereas that all feels like it's a sort of drain and bit more bureaucratic. Whereas things that are actually about (…) um (...) enriching the process*. (Pg 15, lines 19-23).

Marilyn talked about CPD being beneficial if it is meaningful and enriching to an already skilled staff group. Marilyn suggested that in the past, she might have perceived certain elements of in-house CPD to be bureaucratic, lacking meaning in her own development. This links to Marilyn's professional sense of self and how she placed value in developing skills that would impact the children she teaches.

Kate valued CPD support at the more individual level, discussing times when she sought out her own research and information in relation to a particular area:

Kate: *Making sure that you're aware of new practices or different research that (…) you can use to support your practice in the classroom (…) or you'll go and do your own online research (…) so that can really help. I think it's all tied in with like your confidence and your experience (…) I'm a bit more competent to select the things that I think are going to be useful and the things that aren't* (Pg 20, lines 18-24).

This shows dedication and commitment to her continual development in professional learning. Kate showed understanding that with experience comes confidence and competence in selecting the most appropriate strategies to try.

Emily perceived the teaching profession to be one that constantly changes and evolves, requiring teachers to continuously reflect and learn:

Emily: *We're always learning however old we become (…) (…) that experience gives you new challenges and new questions (...) but I think you're talking about resilience here and it's definitely helped me keep engaged with the job* (Pg 5, lines 1-4).

Emily talked about still feeling the need to develop and learn as a professional, despite teaching for over thirty years. Emily explicitly described the constant evolution of learning and developing as something that had helped her own resilience.

Marilyn agreed with this, discussing how most teachers recognise the importance of learning and growth in the profession.

Marilyn: *Hopefully most people who are staying in teaching or come to teaching have got (...) a growth mindset (…) you can develop skills and improve them with practice, and resilience is a skill I think* (Pg 7, lines 2-5).

Marilyn related resilience to a skill that can be developed over time, particularly in relation to the ever-evolving professional learning of the role.

4.7.2 Developing Self-Efficacy

The subtheme of developing self-efficacy emerged through participants highlighting different strategies or approaches that helped develop their efficacy within the profession. Kate related the feeling of self-efficacy to her feelings of resilience.

Kate: *You're not going to be resilient if you don't think you're doing a good job* (Pg 14, line 3-4)

Kate also reflected on the influence of the leadership in this. Kate felt it was the role of school leadership to give praise in order to develop practitioner efficacy and ensure that teachers develop as learning professionals. Kate felt that in order to be

resilient in the profession, a teacher needs a sense of mastery achieved through praise and recognition.

Claire's developing self-efficacy was linked to her valuing the views of others (as mentioned in section 4.6.3). In line with this, Claire's self-efficacy was enhanced when she felt that others perceived her to be successful. Claire discussed several incidents where she had been a metaphorical performer, taking on roles in front of others and thriving through public approval.

Claire: *I want to do something but I also like the external reward that I get for doing it (…) so, if someone says to me can you do this? I want to do it (…) because I want to do it, but I also want to do it because I want to be seen to have been someone who's done something that they've been asked to do* (Page 6, lines 2-5).

Marilyn also discussed experiences of mastery and how these, in turn, had developed her confidence and self-efficacy in the profession.

Marilyn: *I think being confident in your job is quite hard, especially at the beginning because you feel all the time that you're not quite good enough when you start because it takes a long time to build up that expertise (...) but (…) if you're supported that resilience can come and if you get good feedback from senior leaders, you can build up that sense that you're effective. So looking for small wins that might be a good thing for resilience* (Page 5, lines 9-12).

This describes the interrelated nature of developing confidence, efficacy and expertise. Marilyn believed teachers who felt like an imposter at the start of their career could, through leadership praise and opportunities, build confidence and self-mastery.

Rachel's feeling of self-efficacy was also shown through her sense of mastery and validated self-perception as an outstanding teacher. Rachel discussed this with confidence in the interview because she had been provided with positive feedback.

Rachel: *I feel like a good teacher (…) I've been told (…) you're an outstanding teacher. Teachers don't get that often* (Page 28, lines 4-5).

4.7.3 Section Summary

Analysis found two subthemes associated with ‘The Learning Professional:’ ‘Continual Professional Development,’ (CPD) and ‘Developing Self-Efficacy.’ Participants discussed how meaningful opportunities to learn and develop skills were linked to their confidence in their abilities. Being able to complete purposeful CPD and being provided with praise and feedback that helped to develop their feelings of mastery and efficacy were all linked to increased feelings of resilience. These themes and subthemes can also be seen as linking to ‘The Self in Need of Belonging.’ A sense of belonging to the school seems crucial if individuals are to invest and engage in extra learning and development.

4.8 A Desire for Control

Another theme analysed in the data was the teachers’ desire for control within their role. This was discussed in several ways. Firstly, the participants talked about several risk factors that could make them vulnerable to decreased resilience, such as an overwhelming workload, children’s behaviour and stress. When talking about these risk factors, there was a sense from the participants that they had a desire to control these and that in order to do so, they first had to recognise and understand them. Secondly, several participants talked about their continual survival in a challenging profession. It was noted that participants needed to control and find balance between their professional and personal identities. Understanding of Risk Factors,’ ‘Self as Survivor,’ and ‘Finding Balance Between Professional and Personal identities’ were analysed as subthemes.

4.8.1 Understanding of Risk Factors: Workload, Behaviour and Stress

Participants tended to be aware of various risk factors including workload, stress and behaviour. They demonstrated a reflective understanding of their impact. Kate reflected on being mindful of the length of the school year.

Kate: I do think you have to be resilient because it's a long year (…) in September (…) you're so enthusiastic and you've got all these great ideas and then if you, if you're not careful you do burn out. (Pg 8 lines 6-8).

This implies Kate's previous experience of exhaustion. Understanding this risk factor of stress had helped protect Kate from burnout.

Lucy described a similar feeling, talking about how a heavy workload in the past led to her feeling stressed and overwhelmed:

Lucy: *I was trying to do the paperwork (…) so I think then I felt less resilient because I just thought I just can't do all this (…) (…) it just felt overwhelming (…)thought that's enough. I can't, I can't do it* (Pg 12, lines 21-26).

The repetition of *'I can't'* links with the subtheme of 'Self-Awareness vs Self-Doubt.' A high workload not only caused Lucy to doubt her ability but left her feeling overwhelmed and at risk of stress and burnout.

Similarly for Jo, workload was an issue captured. Jo talked about noticing an increase in the amount of paperwork required and how this impacted the social opportunities in school.

Jo*: There's a lot more paperwork involved even from (…) the last five years (…) people seem to be a lot more stressed and a lot, a lot busier.* (Pg 6, lines 21-22).

Jo showed an understanding of how workload beyond teachers' control can be detrimental to other aspects of school life and erode social aspects of the role.

Marilyn and Claire both expressed a desire to control behaviour in their classrooms and both reflected on situations when they felt a lack of control.

Marilyn: *Dealing with very difficult situations in the classroom. It's very challenging children (…) I can remember that being a very challenging time, emotionally draining (…) physically quite challenging* (Pg 11 lines 17-21).

This challenging behaviour affected Marilyn emotionally and physically, something that could have made her vulnerable to stress or burnout and decreased resilience:

For Claire, feeling out of control in the classroom made her question her own ability and identity as a teacher.

Claire: *And it was just quite frustrating as a successful teacher with 5 years of successful outcomes it very much felt like I was failing* (Pg 18 lines 5-9).

Claire had previously viewed herself as a competent teacher. This new feeling of failure undoubtedly had an effect on her mental and physical health too, as she described:

Claire: *I was no longer exercising (…) you know really sort of detrimental health wise (…) I just wanted to quit the profession and looked for other jobs* (Pg 14, lines 13-16).

This shows Claire felt out of control in both her personal and professional identities. The desire to quit the profession indicates her desire to regain some control.

Rachel also talked about feelings of stress and how her physical and mental health had been impacted. Rachel saw the stress as all encompassing, but reducing her ability to recognise it in herself. Rachel perceived stress to be common in the profession, and an element of normalisation towards stress in teachers.

Rachel: *You're falling apart (…) I don't even remember this stage very well, I probably wasn't even doing my job properly (…) I was probably all over the place but I probably didn't even recognise it. I couldn't move around the school properly* (Pg 14 line 9-12).

Rachel was able to reflect on the situation and how it impacted her health as well as her ability to teach. An awareness that she felt out of control in that situation led to understanding of this as a risk factor and a desire to control similar situations in future.

4.8.2 Self as Survivor

The subtheme of 'Self as Survivor' was shown by participants accepting an element of survival needed for teaching, that it is a challenging role and the pressures and workload are high. Some participants even suggested there should be an acceptance of being overworked and the perceived normalisation of stress emerged in some

transcripts. In addition, several participants talked about how feeling out of control in difficult situations had built their resilience because they came through them. Emily described:

Emily: *I've had to make presentations, I've had to do parent workshops in the whole school (…) and I've come through them* (Page 17, lines 14-16).

This emphasises that Emily had, at times, felt uncomfortable with certain situations, but survived them and shown resilience.

For Jo, the idea of the 'Self as Survivor' was analysed through her discussion of the good understanding of work-life balance at her current school.

Jo: *So I think here, teachers being aware of work-life balance makes a huge difference* (Pg 21, line 3).

This implies that Jo perceived the need for an element of self-understanding, protection and control in regard to workload if teachers are to be successful and survive in the profession.

4.8.3 Finding Balance between the Professional and Personal Identities

The notion of balancing professional and personal identities was an important finding from the data. Analysis showed that several participants felt these identities overlapped or merged at times, and tried to control this merging almost in an attempt to protect themselves. For example, Marilyn talked about making a decision to protect her home life from school based worries.

Marilyn: *Doing something about it at the time and if I don't feel able to (…) then it's not important enough to take home and fuss over* (Pg 9, lines 7-10).

Marilyn exerted a level of control by not taking her professional worries home or letting them impact on her personal identity.

Participants also talked about aiming to achieve emotional distance in their role, or trying to de-sensitise themselves to situations that occurred at school. Jo talked about achieving this distance.

Jo: *Not sort of taking things personally* (Pg 7, line 5).

Kate expressed a desire for a family of her own, but a concern about the control she would lose in her professional role.

Kate: *I feel like you have to give so much of your life over to teaching and I don't know (…) obviously there are teachers who have children (…)I don't like that I'm not giving 100 % and I think with teaching you do need to feel like you 're (…) on top of things* (Pg 18, lines 9-13).

Analysis identified Kate's blurring professional and personal identities. Kate felt in control when able to work longer hours and was unsure whether she felt comfortable with the idea that a change in personal circumstances might create more balance between these identities.

For Emily, the notion of balancing professional and personal identities was analysed in relation to her posing a question.

Emily: *But equally (...) is resilience the teacher who (...) doesn't care? (…) They don't get stressed and they're resilient (…) they come back the next day. Where does that come in? (Pg 15, lines 7-10).*

Emily talked about how resilient teachers might be those able to keep their professional and personal identities relatively separate, not allowing factors at work to cause stress that could filter into their personal lives. Using the phrase *"the one who doesn't care,"* suggests that Emily was questioning whether resilient teachers are those who are able to keep an emotional distance from their profession.

4.8.4 Section Summary

The theme of 'A Desire for Control' was analysed in relation to three subthemes: 'Understanding of Risk Factors,' 'The Self as Survivor' and 'Finding Balance between Professional and Personal Identities.' Showing an understanding of risk factors that related to an erosion of resilience was noted when participants talked about the vulnerability they often felt in relation to workload pressures, stress and children's behaviour. With this understanding came the intention to control them in the future. The 'Self as a Survivor' was analysed when participants talked about their experience

and survival in a challenging profession. Participants discussed a degree of acceptance of these challenges due to the nature of the role. Finally, 'Finding Balance between Personal and Professional Identities' was analysed in relation to participants' desire to control the merging of these two identities in order to maintain their resilience and wellbeing.

4.9 The Respected Voice of the Professional

A key theme expressed by participants was the notion that they felt respected when their voices were listened to. I have chosen to name this overarching theme 'The Respected Voice of the Professional' because I felt that it was deeper than just the notion of voice itself; it was about the respect that came as a result of feeling heard. One subtheme was analysed: 'Professional Validation and Acceptance.' This was because when talking about experiences where they felt their voice had been listened to, participants expressed a sense of acceptance or validation in their role as a teacher.

4.9.1 Professional Validation and Acceptance

Participants highlighted the importance of feeling listened to and understood. This assumes a level of professional understanding, and links to the idea that when people feel heard, their thoughts, opinions and actions are validated. Jo discussed the importance of professional validation when she reflected on a time when she felt she was not heard or understood.

Jo: *I'm a resilient person. I obviously knew what happened and knew that wasn't a situation, but it was lucky that I had the staff around me that were obviously there and were happy to also be on my side*. (Pg 9, lines 12-14).

This was a difficult time for Jo as she described being accused by a parent of hurting a child. With staff validation and support, Jo knew she was listened to, heard and believed.

Lucy also talked about the importance of being listened to in relation to a strategy she wanted to implement.

Lucy: *I felt really strongly (…) it is really good thing at least the best we've ever had (…) all the team say that* (Pg 11, lines 12-13).

This shows the importance that Lucy placed on being listened to, and the professional validation she received when her strategy was implemented in the school. She received this validation not only from the Senior Leadership, who accepted that it was a good idea, but from the team.

Analysis showed Emily's sense of validation and acceptance arose when working with Educational Psychologists (EPs). Emily described a sense of relief and understanding that resulted.

Emily: *It honestly made us feel like we're doing the right thing (…) by actually saying what I saw going on was excellent* (Pg 27, lines 4-5).

Rachel described how the role of the head teacher was fundamental to experiences of feeling listened to, accepted and understood.

Rachel: *He actually genuinely wants to hear what we've got to say* (Pg 16, lines 14-16).

Findings show Rachel valued the authenticity this relationship provided. Rachel felt listened to, valued and understood.

4.9.2 Section Summary

'The Respected Voice of the Professional' was analysed in relation to the subtheme 'Professional validation and acceptance.' Participants felt valued, listened to and understood primarily in relation to their ideas being accepted and implemented in some capacity. Feelings of validation were highlighted when participants discussed feeling 'backed up' in challenging situations. However, these feelings were promoted by relationships and a feeling of belonging. Without these, participants would not have felt listened to or validated so these relationships can be viewed as a crucial linking factor.

4.10 Systemic Protective Factors

'Systemic Protective Factors' were analysed in relation to participants discussing environmental factors, including particular roles or structures of support that helped them stay in the profession. The participants identified the paramount importance of the role of the head teacher, as well as the positive or negative effect of the overall school culture on teacher resilience (TR). The impact that planned support can have, versus the impact of everyday, ordinary support was also analysed. As a result, three subthemes were identified: 'The Role of the Head teacher,' 'A Culture of Respect and Trust,' and 'Planned Support Vs 'Ordinary Magic.'

4.10.1 The Role of Head teacher

The role of the head teacher and the support they offered teachers was identified as key to feeling supported in the profession. Participants highlighted the importance of considering a head teacher approachable.

Rachel: *I feel like I can go to the head teacher with anything, anything and it's not just me, it's everyone* (Pg 7, line 12).

When Rachel was asked why she felt she could go to the head teacher with anything, she said:

Rachel: *Because of the way he is, it's very much like, right let's problem solve this together (…) there's no test, there's no more 'what you going to do solve it,' so you know, thinking it's your responsibility (…) you don't feel like he's out to get you, you don't feel like something is going to happen to jeopardise your career* (Pg, 7, lines 18-22).

This implies that Rachel felt supported when the role of the head teacher was twofold: providing support and guidance in a proactive way, whilst being open and trusting so that Rachel felt safe to share her concerns.

Rachel also viewed the role of the Senior Leadership Team (SLT) in terms of protecting staff from an overwhelming workload.

Rachel: *They can't just keep ploughing more and more work on teachers (…) when they talk about work oh you're going to have a work life balance. Well, it doesn't just happen* (Pg, 25 lines 16-18).

This suggests Rachel's potentially negative feelings towards previous leaders who had not helped to facilitate the work-life balance that Rachel later achieved. It suggests Rachel's belief that meaningful action must be taken by leadership in order to foster this.

Jo also talked about the role of the head teacher positively when reflecting on a recent adaptation to systemic practice that had been beneficial in achieving a work-life balance:

Jo: *Our head teacher was reading about marking (…) there's a lot of research to say that written marking in books (…) doesn't actually help (…) so he completely changed our marking policy to help teachers workload and their personal work-life balance* (Pg 20, lines 1-7).

Jo also described the head teachers' accurate expectations.

Jo: *I think he's very realistic in the knowing what it's like to still be a teacher* (Pg, 20, line 15).

This implies Jo's perception that a head teacher's role is to protect staff and that those able to do so keep in touch with the realities of the profession. The way Jo talked about her head teacher showed respect he had earned by understanding the day-to-day challenges of the role.

Kate talked about the importance of having a caring head teacher. Kate reflected on an experience as a Newly Qualified Teacher (NQT). Following an observation, she was told she needed to work on her classroom. Kate said that the head teacher knew that she was working very hard and therefore adapted her support in order to reflect this:

Kate: *I had a lovely Head and she was so nurturing and caring and I think she knew that I was trying and that I was just putting all my effort in and that it, it wasn't right* (Pg, 8, lines 21-23).

Kate was encouraged to seek support from a colleague, something that was beneficial to Kate's confidence and view of herself as a teacher. The use of the word 'lovely' indicates that Kate also viewed her head teacher as human and personable.

4.10.2 School Culture

The subtheme of 'Culture of Respect and Trust' was analysed as a systemic protective factor to TR. Participants highlighted that having a trusting culture was beneficial in their feelings of positivity and resilience.

Lucy: *When they walk in they just see what they get (…) because there's respect I think they know that it's not going to be all perfect for a minute (…) it's just great. (…) but I think (…) people planning for nights and nights and nights (…) for their lesson on 2 o clock on the Friday* (Pg 15, lines 20-24).

This indicates that Lucy perceived a culture of trust within the school. Leaders knew that not every lesson would be perfect and this message had been disseminated to the teachers. Lucy compared this with other teachers she knew whose culture was less open, implying an element of performance and 'show' in these schools.

Jo also felt that there was a culture of trust in her current school and explained that the head teacher was open about observations.

Jo: *I don't feel the need to check up on you and (…) I can trust you* (Pg 21 lines 5-7).

Jo previously worked in a school where the culture was not trusting.

Jo: *I felt like I was going in and having that sort of conflict every day (…)you don't come up against it sort of here every two terms, whereas there it was a constant thing* (Pg, 11 lines 17-20).

The language of *'conflict'* and *'come up against it'* is striking as it resonates with the language of battle. This implies that every day practise for Jo was a source of effort and the environment itself was negative and lacking in trust.

For Claire, the culture of respect and trust was demonstrated when she reflected on a difficult experience. Claire was struggling with class behaviour and felt stressed, considering whether or not to stay in the role. She described how she came up with

the idea to split the class, and feeling respected by Senior Leaders who trusted her decision.

Claire: *They helped by letting me do that (…) prioritising TAs, making rooms available so that we could go to four different rooms (…) It was quite risky splitting the class* (Pg 17, lines 14-19).

Rachel talked about how school culture has contributed to her overall feeling of happiness.

Rachel: *But this school is one of the reasons I'm the happiest I've ever been in my life, in my personal life and one of the main reasons is because the management is so amazing here, the children are incredible and the team is the best team I've ever worked with* (Pg 3, lines 2-5).

Rachel viewed her happiness and resilience, both personally and professionally, as directly linked to the overall culture and environment of the school. This links to Section 4.10.1 where Rachel described the importance of the head teacher being approachable and trusting, enhancing the overall culture of the school.

4.10.3 Planned Support Vs Ordinary Magic

A subtheme presented within the participants' data is the differences between planned support relating to TR and the more ordinary, day-to-day support, or 'ordinary magic,' (Masten, 2014). Teachers talked about what schools had done, currently or in the past to foster their own resilience. Most participants seemed to place more value on the day-to-day support, as opposed to the direct, planned support they had experienced. However, three participants talked about new support strategies that had recently been implemented and how they feel hopeful and positive about these.

Lucy: *I was put on the wellbeing team (…)I'd already done mindfulness course and yoga (…) (…) so I took that to the Head (…)and he said yes (…) (…) He offered it to any member of staff that wanted it (…) (…) so it's a big chunk of the school budget for wellbeing. I just thought (…) this is amazing (…) to have a Head who invests that heavily in staff wellbeing* (Pg 14, lines 2-6).

Lucy described how the team had planned mindfulness and yoga sessions for a period of 10 weeks. This also links with the theme of 'The Respected Voice of the Professional,' as Lucy was listened to, her ideas validated through the implementation of this approach.

Claire also talked passionately about a planned approach to staff support. She described the school's voluntary forum that offers support to teachers through group problem-solving. Claire also mentioned a newly appointed role in the school, with responsibility to support staff wellbeing through drop in sessions and regular 'check-ins.' Claire described how these check-in sessions had been carefully thought out to ensure teachers were not in the same groups as leadership. This was to encourage openness and a reduction in power dynamics.

However, Emily talked negatively about an element of planned support that used to occur years ago.

Emily: *Teachers every year had to fill in a questionnaire (…) I almost felt as though that was lip service because you never found the results of them (…)it was almost tick box yes, we've done that because we've been told to* (Pg 21 lines13-16).

The way Emily described the above support implies that she felt a lack of authenticity, seeing it as meaningless because the staff were never included in any follow up information.

Emily compared this to the everyday support she experienced and placed more value on some of these simpler approaches.

Emily: *That one particular head teacher I was under there (…) when he got in in the morning, he went round every single classroom just to say good morning, to see that you were there* (Page 23, lines 21-23).

Emily valued the everyday support provided by the head teacher; the 'ordinary magic' of greeting and checking in every morning which she saw as genuine.

This was similar for Rachel. Rachel described negatively two previous strategies that she felt were meaningless.

Rachel: *Ok, staff meeting time, we're going to do wellbeing. I'm going to put a video on (…) and I just want you to sit and watch it (…) I sat there the whole time writing a to do list, which was so long, I felt so stressed at the end* (Pg 20, lines 9-12).

Similarly, Rachel reflected on some external support the staff received a few years earlier.

Rachel: *Someone who's not in our environment, he's not doing on a daily basis, doesn't know anything about the ins and outs of the job to tell you, especially if you are feeling stressed (…)coming in and telling you to sit down for 10 minutes, 'I haven't got time to sit down!'* (Pg 20 lines 21-24).

In contrast to this, Rachel described current support that she perceived to be more helpful. This support involved a member of staff being appointed to be a Mental Health Representative:

Rachel: *So she's been trained in mental health, so we go and see her so it's confidential (…) so it's non-judgmental (…) its confidential* (Pg. 21 lines 18-19).

This shows Rachel's contrasting feelings towards these two types of support. Rachel described the benefit of a pre-existing relationship.

Rachel: *She works here so she knows us, that was the difference* (Page 22, lines 17-18).

This implies that having support from someone who understood the unique context in which Rachel worked was important for her.

Finally, Kate reflected on the impact on her as a teacher of little aspects of seeing the good.

Kate: *But it could just be comments (…) I really like that display you did (…) everyone always comes into my classroom and goes, 'oh, it's really calm in here,' and I love that because that to me says 'right, OK, you're doing something right'* (Pg 17, lines 5-9).

Kate suggested this support need not always be formal, but could be small gestures with a big impact. The small changes Kate described, of receiving positive

affirmations and comments, had an impact on her efficacy as a teacher and served as a protective factor for her own resilience.

4.10.4 Section Summary

‘Systemic Protective Factors,’ were analysed in relation to the subthemes of the ‘Role of the head teacher,’ ‘Culture of Respect and Trust,’ and ‘Planned Support vs Ordinary Magic.’ Participants discussed the fundamental importance of a trusting and supportive head teacher they could feel comfortable about approaching for support. Some participants talked about how head teachers had made systemic adaptations to practices in school which helped them with workload pressures. One participant also felt it was the role of the head teacher to help teachers with workload. Having a school culture of trust and respect was also important to participants who talked about feeling trusted in their role and not being expected to put on a ‘performance.’ ‘Planned support vs Ordinary Magic’ was analysed in relation to strategies that had been planned in relation to supporting teachers, against more ordinary, day-to-day support. Teachers discussed how planned support needed to be meaningful and optional to staff, rather than another stress factor placed upon them. Everyday praise and support was highly valued by teachers who felt this enhanced their day-day resilience in the profession.

‘Systemic Protective Factors,’ were found to also be influential to a number of different themes. For example, ‘A Culture of Respect and Trust’ emerged as influential to notions related to learning such as help-seeking and self-efficacy. ‘The Role of the Head teacher’ was fundamental in helping to promote feelings of belonging and it was through this relationship that day-to-day praise and comments offered could impact positively on participants’ resilience.

5. Discussion

5.1 Outline of Chapter

The purpose of this chapter is to relate the main findings of this research to current research and theory, reflect upon how findings relate to the aims that directed this study and consider the professional implications for Educational Psychologists (EPs) in the UK. I will aim to illuminate or problematize what other related research states (Smith et al, 2009). Although research discussed may have been previously outlined, in accordance with IPA studies new literature may be presented in this chapter (Smith et al, 2009). Due to the wealth of literature on attrition, retention and resilience, my original exclusion criteria were based on the rationale that socio-political climates vary between countries, impacting on the educational context. However, when searching broader theoretical concepts related to my findings, it felt necessary to look to countries outside the UK to ensure theoretical knowledge was investigated thoroughly.

Findings will be discussed in relation to broader themes illuminated by my analysis but in order to address the research questions explicitly, these will be revisited in the conclusion. Language such as 'teachers,' and 'primary school teachers,' may be used in this chapter; however, I am aware of the small sample used in this research and therefore this language is not aimed at generalisation to the entire teaching profession. These terms will refer to the participants in the study, unless stated otherwise.

5.2 Research Aims

To recap, the research aims were to:

- *gain an understanding of the individual experiences of teachers who have been in the profession for 5 years or more;*
- *understand how individual teachers perceive their own resilience;*
- *gain an insight into what has helped to develop resilience and what, if anything, would help further foster this resilience.*

Although the research questions will be discussed in chapter 6, I feel it is useful to document them here for clarity.

RQ1) How do individual teachers perceive a 'resilient teacher?'

RQ2) How do individual teachers conceptualise their own experiences in the profession?

RQ3) How do individual teachers perceive their own resilience?

RQ4) How if at all, do teachers perceive the role of the school and outside professionals, including Educational Psychologists, in supporting teacher resilience?

5.3 Summary of Main Findings

Findings were presented in Chapter 4 through six overarching themes:

- The Self in Need of Belonging;
- The Developing Confidence of the Self;
- The Respected Voice of the Professional;
- The Learning Professional;
- A Desire for Control;
- Systemic Protective Factors.

Each overarching theme had between one and three associated subthemes (see Table 6).

I analysed my findings in relation to Smith et al (2009) proposed stages of analysis (see Chapter 3, Section 3.19). Stage 6 of this process involved searching for connections across each individual case. This process enabled me to derive six overarching themes, along with associated subthemes. However, thinking about these findings in relation to theoretical knowledge and research, I was able to group these themes into three broader areas of knowledge which are:

- Belonging;
- Help-seeking;
- Learning.

Findings will be discussed in relation to these broader themes in a linear manner. However, these themes, along with related findings, will often overlap. However, as discussed in Chapter 4, the theme 'The Self in Need of Belonging,' was found to influence other findings. In other words, it was crucial for individuals to feel a sense of belonging in order for them to feel positive and secure enough for resilience to be fostered and developed effectively in other areas. Therefore, I will discuss the broader theme of belonging first, after outlining conceptualisations of resilience.

5.4 Conceptualisations of resilience

Findings suggest that all participants understood resilience to be interactional in nature, linked to internal feelings, beliefs, understandings and the environment in which they were positioned. All participants related their understandings of resilience to a capacity to 'bounce back'. Definitions of resilience vary and there has been significant debate regarding its meaning in the literature (Luthar, 2006). However, the participants' general understanding relates to the majority of definitions of resilience having two similar notions: adversity and positive adaptation (Fletcher & Sarkar, 2013). The majority of participants expressed a belief that resilience was something that could be learned, therefore more related to a process than a trait or outcome. However, the findings suggest that not all participants clearly understood resilience to be linked to a process, with one participant suggesting it was probably more of an innate trait. Theoretical understandings related to resilience as a trait have proposed that individuals have a number of characteristics that allow them to positively adapt to a number of situations (Connor & Davidson, 2003). The early work of Block and Block (1980) defined 'ego resilience' as encompassing various traits that helped individuals overcome difficulties. This early work referred to resilience as a personality trait that someone possesses resilience or does not. More recent research has conceptualised resilience as a process that is dynamic and temporal (Luthar, 2006). This links to the findings in this study where participants described resilience as changing and modifying over the courses of their careers. This resonates with the conceptualisation of resilience; that protective and promotive factors and the effect of these will change depending on the context and over time and one's life (Luthar, 2006; Fletcher & Sarkar, 2013). For clarity, protective factors have been defined as a variable that predicts a low probability of a particular notion

occurring, whereas a promotive factor has been defined as a variable that interacts with a given risk factor to cancel out its effect (Rutter, 1987). Conceptualising resilience in this way means that an individual may be resilient in particular situations, but this will not necessarily guarantee future resilience when similar stressors occur (Rutter, 2006; Vanderbilt-Adriance & Shaw, 2008). During interview, participants noted that resilience was a transitory construct, with all participants describing times where they felt least and most resilient.

It seems useful at this point to discuss Gu and Day's (2013) Teacher Resilience (TR) model further, as mentioned in Chapter 2. Gu and Day (2013) discuss findings from the VITAE project (Day et al, 2006) and conceptualise resilience at three levels: the personal, relational and organisational level. I have found this a useful model to consider in relation to my findings due to its interactional nature and have provided a visual interpretation in figure 4. Throughout this chapter I will refer to how my findings relate to or differ from this particular model. Although the themes will be presented linearly, just like the interactional element to this model, findings will overlap.

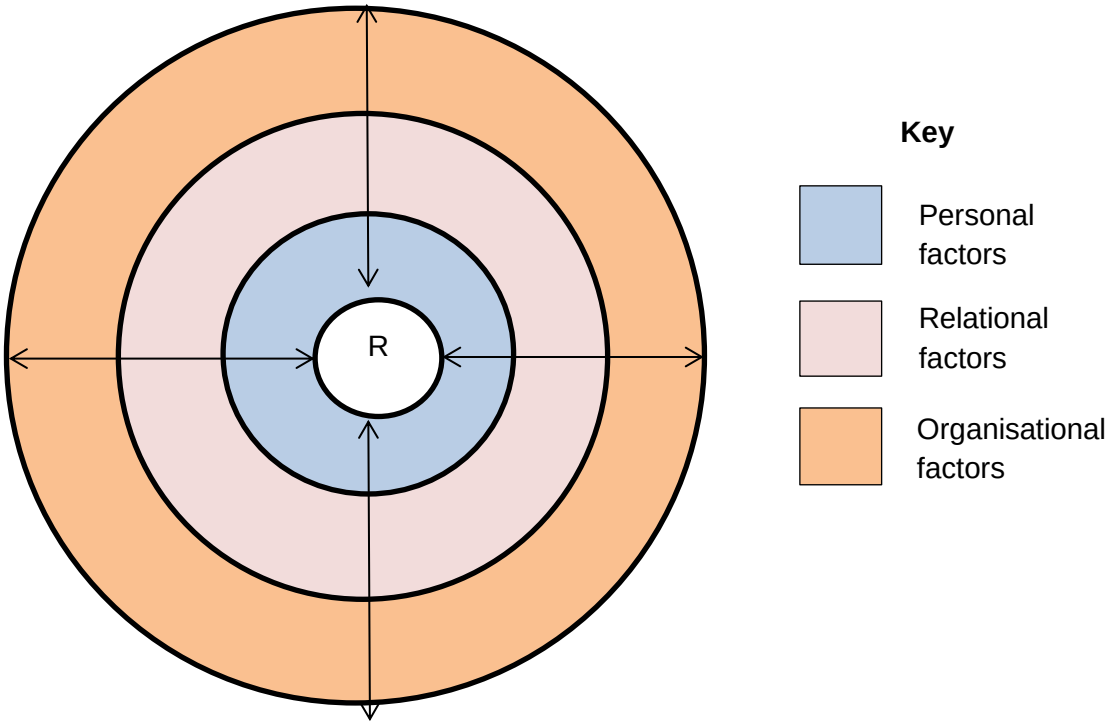


Figure 6 Model of Teacher Resilience inspired by Gu and Day (2013)

***The arrows between the three concentric circles represent the interactional aspect of the model-how the different layers of resilience overlap and interlink.*

5.5 Resilience as important to the teaching profession: The role of 'ordinary magic'

All participants saw resilience as useful and important to the teaching profession, but something that was not, in their opinions, talked about enough during training or further continual professional development (CPD). Research into building resilience in pre-service or trainee teachers has been explored in order to better address the retention rate in the early years of teaching (Mansfield et al, 2016; Le Cornu, 2009). However, although this literature provides useful insights into a particular group of individuals, this research slightly contradicts the conceptualisation of resilience being an interactional and temporal construct. Conceptualising resilience as a construct that changes over time emphasises that resilience will be needed throughout a teacher's career, not just at the start. This thinking is in line with that of researchers (Day et al, 2006; Gu & Day, 2013, Gu, 2014) who suggest that resilience is not just important in training, or in the early stages of one's career, but needed throughout, due to constant changes of role and context.

One participant, who did not view resilience as particularly helpful to teachers, attributed negative connotations to the word. She said she did not personally consider she needed resilience in her role, because she felt it implied experiencing something very difficult. This links to Luthar and Chicchetti's (2000) work where it was emphasised that research into resilience must have clear outcomes of the type of adversity it is exploring. Luthar et al (2000) descried how resilience is needed for a range of different situations, including significant events over one's life, as well as day-to-day difficulties (Fletcher and Sarkar, 2013). The work of Davydov et al (2010) also outlined that mechanisms of resilience will vary, depending on the extremity of the context; mild adversity might relate to work stress, whereas strong adversity might refer to extreme stress linked to trauma or bereavement (Fletcher & Sarkar, 2013). This highlights the importance of examining socio-cultural factors in relation to resilience. For this participant, the word resilience referred to strong adversity, to which she could not relate. This shows how resilience may be perceived differently dependent on context and interpretation.

The participants who viewed resilience as important for the teaching profession recognised that it is needed in day-to-day life, rather than an extraordinary, rarely-required resource. This relates to the work of Masten (2014) who proposes resilience as a form of 'ordinary magic,' conceptualising it as commonplace and occurring typically within individuals. The theme of 'planned support vs ordinary magic' was analysed within the data in relation to the overarching theme 'Systemic Protective Factors' as participants talked about how small acts or elements of support helped them feel more resilient. When Emily and Kate shared how senior staff had made an impact I related this through analysis to Masten's (2014) conceptualisation of resilience as 'ordinary magic.' This was in relation to participants reflecting on how small efforts could make a big impact. For example, Emily discussed how appreciated she felt when the head teacher visited each classroom to greet staff and check how they were doing each morning. Kate explained how small comments or praise made her feel she was doing the right thing. This data showed that participants viewed small elements of support as critical to their own resilience. Feeling valued and appreciated were key to this and highlighted that not all participants felt that resilience had to be supported in a planned, structured way but could be built instead into everyday practices.

Relating this back to the model of TR (Gu and Day, 2013) the notion of 'ordinary magic' would be positioned within the organisational factors circle. However, as this factor is dependent on established positive relationships within school (as these actions are delivered by senior leaders or head teachers) it would also interlink with the relational factors circle. It can be conceptualised that the role of relationships is in fact a mediating factor between 'ordinary magic' and resilience, as the delivery of 'ordinary magic' is provided through relationships.

Considering the impact that relationships had on this delivery of 'ordinary magic' it is important to draw on research into relationships in schools. Relationships will also be discussed in relation to the wider theme of belonging. Relationships are embedded in individuals' personal constructs of the world around them, alongside the social and cultural environment in which they are positioned (Roffey, 2012). Considering Bronfenbrenner's (1979) theme of eco-systemic development, a whole-person approach is adopted, with the micro-level systems based on the interactions that happen in a person's direct environment. Roffey (2012) discussed how

Bronfenbrenner's (1979) theory can be applied to schools directly, with the meso-level system conceptualised as the beliefs and skills that cement the value of interactions and relationships in the school; the exosystem relates to policy that directly effects meso and micro level systems; the macrosystem referring to the standard cultural expectations and values and the chronosystem acknowledging the interactional nature of the system and how these systems constantly interact and change (Roffey, 2012). Viewing the school system in this manner recognises that changes or developments in one part of the system will impact on the other. Conceptualising this in regards to interaction in the school, these small interactions and recognitions of 'ordinary magic' will have an impact on participants' meso-systems, as well as the overall cultural expectations and values of the system (e.g. the chronosystem). In a qualitative study completed by Roffey (2008) this system was recognised by findings related to how positive interactions with students were reflected by the interactions and relationships demonstrated by teachers with their colleagues and teachers with senior leaders. This had an effect on the culture of the school. Since these interactions as bi-directional, theoretically positive and happy relationships in any aspect of the school are likely to influence another layer of the system. In addition, in an evaluative study of emotional literacy in schools (Haddon et al, 2005) one of the main findings related to staff feeling emotionally safe in order to remain connected to a range of relationships experienced in the organisation. Positive relationships with colleagues and senior leaders resulted in increased levels of emotional safety built on notions of trust, value, openness, respect and authenticity (Haddon et al, 2005). If relationships are experienced in this way, then individuals are more likely to feel a valued and integral part of the system (Haddon et al, 2005). Roffey (2012) related these findings to four notions of how a person feels as a result of these interactions: capable, listened to, accepted and safe (CLASI). This links to the key finding of belonging, but also emphasises the importance of these small, positive interactions of 'ordinary magic' found to have a significant impact on participants in this current study.

5.6 Belonging

I feel it is pertinent to start with a quote taken from the resilience literature:

"Resilience rests, fundamentally, on relationships." (Luthar, 2006 p. 780).

It is therefore hardly surprising that the wider theme of belonging is linked to my findings. As mentioned in Chapter 4, 'The Self in Need of Belonging' was a central theme arrived at through the analysis stage as it impacted associated themes and subthemes. Participants discussed feelings related to belonging and connectedness, talking about how they were critically influenced by various relationships at school and within their wider personal context. These relationships and the wider theme of belonging were critical; without these, other findings related to resilience would be unlikely to have as great an impact. Belonging is discussed first in relation to the these thematic areas due to this influence. For example, without a range of positive relationships, participants would be unlikely to experience belonging; if participants were not confident and positive about relationships and belonging, they would be unlikely to seek help or participate in a range of further learning opportunities.

Relationships have been shown to be critical to all aspects of every main theory of human development (Brion-Meisels & Jones, 2012) and as humans are fundamentally social beings, seeking meaningful and nourishing relationships is key, with an inherent need to feel like we belong and are connected to one another (Baumeister & Leary, 1995; Lavigne et al, 2011; Roffey, 2012). Research into the notion of belonging can be problematic due to the lack of scientific clarity regarding its definition, something that has led to misunderstandings of it as a concept (St Amand et al, 2017). Despite this, there has been substantial research into the context of school, particularly in relation to students' sense of belonging (Goodenow & Grady, 1993; Craggs & Kelly, 2018; Dimitrellou & Hurry, 2018). Maslow (1970) in his hierarchy of needs theory proposes that membership and belonging are fundamental for humans in order to reach self-actualisation and achieve full potential. Osterman (2000) has also noted the significance of this psychological concept as having a substantial impact on human behaviour and motivation, with other research linking belonging to perceptions of a meaningful life (Lambert et al, 2013).

With belonging cited in research as essential for humans' basic needs (Maslow, 1970) and a main contributing factor in regards to motivation, behaviour (Osterman, 2000) and finding meaning in one's life (Lambert et al, 2013), it is important to explore what makes up this psychological construct. Relationships are often thoughts of as being essential to belonging, but being a member of a group is not the only aspect of belonging (Mucchielli, 1980) which encompasses a wide range of notions (Kestenberg & Kestenberg, 1988) including social identity (St Amand et al, 2017) and relationships. Being able to create a variety of social bonds is key to belonging so that a person feels involved and integral to the system they operate within (Anant, 1967). In addition, Walker & Avant (2011) describe how belonging is made up of four distinct characteristics which are described below:

- Positive emotions including feelings of attachment (Mucchielli, 1980), intimacy (Kestenberg & Kestenberg, 1988) usefulness and support (Mucchielli, 1980), and pride (Janosz et al., 1998).
- Social relations with a variety of others based on encouragement, acceptance, support, respect (Goodenow, 1993) and warmth (Williams & Downing, 1998).
- Willingness to engage meaningfully with a group (Hagerty et al, 1992).
- Harmonisation: the notion that you have to adapt to situations or groups when required.

I will now discuss my findings in more detail in relation to the themes and subthemes associated with this construct, presenting holistically with themes often overlapping or linking with other findings. This relates back to the properties of resilience as a construct: multi-dimensional and interactional.

5.6.1 The Role of Relationships

From early life experiences, humans must begin to learn how to respond to various relationships and evidence suggests that early relational experiences can have an effect on later life (Bowlby, 1969; Ainsworth, 1973; Balbernie, 2001) and have been found to impact on future mental health, behaviour, cognitive competence and adult relationships (Huppert, 2009). Additionally, research shows that the quality and number of relationships humans have is associated with a variety of biological

processes including immunity function and mortality rates (Reis & Collins, 2004). Therefore, it is not only important for humans to experience good quality relationships when they are growing up, but throughout life.

Relationships were discussed as being important to participants in this study in a variety of ways. A key element was the feeling of belonging to school felt by teachers when they had established relationships. When participants felt a sense of connection to their colleagues and senior leaders in school, they perceived reciprocity or collective efficacy; they wanted to do well for others. This relates to how belonging has been conceptualised in the literature with four characteristics (Walker & Avent, 2011). The subtheme of collective efficacy was analysed in relation to participants talking about how they felt inspired to perform well for the team and felt positive towards its members. This fits with the idea that belongingness comprises of positive emotions linked to usefulness and support (Mucchielli, 1980). In order to feel a sense of belonging, participants needed to feel useful and supported, whilst offering support to others. Frederickson (2004) proposed the Broaden and Build Theory of Positive Emotions. This theory posits that a range of positive emotions such as joy, commitment, interest and love are hugely influential on how individuals function. This theory describes how positive emotions broaden a person's temporary thought-action resources (Frederickson, 2004). For example, feelings of joy increase the urge to engage, contentment encourages participation and love promotes this as a continuous cycle, aided by strong, positive relationships (Frederickson, 2004). This theory argues that individuals who experience this cycle of positive emotions have broadened and expanded mindsets, building personal resources including social, psychological and intellectual resources (Frederickson, 2004). These resources can then be drawn upon in the future. However, more recent research into the power of vulnerability, often considered negatively, slightly contests this theory. This will be discussed in more detail in Section 5.7.

Jordan's model of relational resilience (Jordan, 2006) discusses the power of relationships, feelings of connectedness and belonging. It is built on the foundations of relational-cultural theory (RCT), the theoretical belief that as humans, we develop and find meaning and empowerment through our relationships with others (Jordan, 2018). Jordan (2006) argues that relationships are crucial to our everyday existence; the Relational Resilience model is based on three crucial concepts: mutuality,

empowerment and the development of courage (Jordan, 2006). Mutuality is the notion that relationships benefit both individuals participating in this relationship (Jordan, 2006). Empowerment is achieved through developing these connections, without which skills such as flexibility and creativity would not be enhanced (Jordan, 2006). Finally, the development of courage allows individuals to engage in situations without worry or fear; the model proposes that this ability is not innate but facilitated through relational interaction and connection (Jordan, 2006).

In this study, participants discussed mutuality in relation to relationships and belonging. For example, participants discussed how they wanted to do well for the school and not let others down, as well as describing how generous relationships amongst colleagues helped to instill a positive culture. Mutuality relates to the notion that relationships need to be bi-directional, with both individuals gaining professional growth as part of this interaction (Jordan, 2006). This idea can be linked to the development of confidence in professionals. Participants discussed how they had learnt to seek support at various levels. However, they described how this had been a challenge, because they associated help-seeking with failure. This concept will be discussed further in Section 5.7 although it is useful to raise in line with thinking around mutuality. Participants seemed more inclined to seek help if they could offer some form of help in return; participants felt this was a key aspect of resilience.

The notion of empowerment discussed by Jordan (2006) links to the theme of 'The Respected Voice of the Professional.' Participants discussed how feeling listened to and heard helped them feel valued. Feeling empowered and connected within an organisation enables greater flexibility, something that one participant discussed. This participant talked about how she felt valued and respected by Senior Leaders, particularly the head teacher, whom she felt respected staff opinion. She appreciated the head teacher's authenticity as she felt he genuinely was interested in these views. Empowerment has also been identified as a critical component of social capital, a theory that will be discussed more later in the chapter.

Feelings of validation and acceptance were discussed by participants, a subtheme that also relate to a sense of empowerment (Jordan, 2006). One participant described how the head teacher validated her actions and feelings in a specific situation, leading to her feeling more confident for the future. This links to the

development of courage (Jordan, 2006). Having a positive, trusting and strong relationship empowered this participant, increasing her sense of belonging to the school group. The development of courage was linked to participants feeling a part of a trusting school culture and having a positive relationship with the head teacher. Several participants were positive about the open and respectful culture of the school, and relationships at different levels, saying they did not feel fear people 'checking up on them.' Therefore the development of courage can be seen to link to two systemic protective factors: the role of the head teacher and a culture of respect and trust.

The role of relationships links to the theoretical understanding of resilience and how relationships are crucial to it (Luthar, 2006). Findings showed that participants in this study valued various different relationships, in different ways, as crucial to their resilience. For example, participants discussed the importance of team-building days at the start of the year so relationships could be formed. Other participants described a sense of belonging to a team, and that their colleagues are, in fact, friends. Several participants talked about a trusting and supportive relationship with the head teacher. Others described how relationships with the pupils are also fundamental, and resilience can increase when these feel positive and successful, but be eroded when they feel challenging. These findings related to research completed by Gu (2014) who identified three types of relationships important to teacher resilience:

- teacher-teacher;
- teacher- head teacher;
- teacher-student relationships.

However, in addition to Gu (2014) this research also highlights the impact of personal relationships on one's resilience at school, with participants discussing the role their family, partners or friends played in supporting them during times of adversity or challenge.

5.6. 2 Teacher Student Relationships

Teacher student relationships were analysed in relation to how teachers perceived students' behaviour and learning. Participants reflected on times of challenge when they felt their relationships with individual students or groups of students had deteriorated, sharing that at these times they felt their confidence and resilience reduced. However, participants also reflected on positive experiences related to relationships and how these were often perceived as highlights or moments of success, emphasising the importance of building these relationships not only for the benefit of the pupil, but the teacher too. The research evidence related to teacher-student relationships recognises that personal relationships created enable teachers to form internal rewards and attribute meaning to the work they conduct (Split et al, 2011). In the current study, participants reflected fondly on the relationships formed with students and often listed these as a key motivator. This finding links to the work of Hargreaves (2000) who found that teacher-student relationships were the most commonly cited reason for staying within teaching. However, this contrasts with the recognition that one of the most frequently cited reasons for wanting to leave the profession (Barmby,2006) or causes of stress (Hamre et al, 2008; Travers & Cooper, 1996; Benmansour, 1998; Pithers & Soden, 1998) is negative teacher-student relationships.

It has been noted within the literature that teachers require a feeling of relatedness with their students and in fact internalise these interactions into working models that hold beliefs and feelings regarding the self, the pupil and the relationship they have (Split et al, 2011). It is proposed that these mental models provide a structure to navigate the social behaviour of others and guide future responses and actions (Split et al, 2011).

Most literature has focused on the importance of teacher-student relationships from the outlook of the student, as opposed to the teacher (Split et al, 2011). In their extensive literature review, Split et al (2011) explore the evidence related to the impact of teacher-student relationships on teacher wellbeing. Although this literature review does not directly mention teacher resilience, it seems important to highlight their findings as they illuminate teachers' inherent need for connectedness with their

students. Previous research has not recognised the importance of teachers' internal needs to develop positive relationships with pupils (Split et al, 2011).

5.6.3 Teacher-Teacher Relationships and Teacher- Head teacher Relationships

Participants noted the significance of positive relationships with their colleagues and head teacher in regards to their feelings of resilience. According to Langley (2012) working in an organisation that enables people to experience positive emotions alongside finding meaning and engagement in their workplace, can have a substantial impact on fulfilment. She argues that experiencing positive relationships in the work place can have a number of benefits, including healthier employees, a decreased sick leave rate and increased levels of happiness (Langley, 2012). This is pertinent to this research as participants viewed relationships as fundamental to their feelings of resilience, and positive emotions as beneficial. For example, one participant discussed how teachers needed to think positively to help foster their own resilience; another said it helps to think positively about her abilities. This links to Frederickson's (2004) Broaden and Build Theory of Positive Emotions. This theory explored how various positive emotions such as joy, love, commitment and interest influence how we function as individuals (Frederickson, 2004). Frederickson noticed that having a set of positive emotions can enhance new actions, promote social bonds and build resources within an individual (Gu & Day, 2007). Frederickson (2004) noted that personal resources can range from cognitive, social, physical and psychological, and be drawn on at times of challenge to enhance the chances of success (Frederickson, 2004).

Teacher-teacher relationships and teacher-head teacher relationships were seen as important to participants in this study. These relationships helped to instil a sense of belonging and connectedness for the participants, thus fostering their resilience. Positive communication and interaction between staff are identified within the literature as being associated with teacher wellbeing (Roffey, 2012). Discussing what helps teachers feel like they belong to their school, Roffey (2012) talks about how being greeted, acknowledged for their efforts, listened to and heard, all make an impact on how they feel about themselves and about the colleagues they work with. Conversely, feeling their efforts are unacknowledged despite high effort expenditure

can lead to decreases in motivation and a negative work environment. This can affect relationships, as often teachers will not seek support during these negative cycles, despite the evidence suggesting that stress can be managed more appropriately when help and support is sought by colleagues (Howard & Johnson, 2002).

Social capital theory provides further insights on the role of social relationships, and relates to a culture of shared norms, beliefs, values, trust and networks that provide shared benefits to an organisation (Bhandari & Yasunobu, 2009). Bordieu (1986) described how social capital can have social benefits in the form of solidarity. The capital of a group is upheld if the members in this group still continue to participate in relationships (Bordieu, 1986). Roffey (2012) identified that feelings of empowerment, participation and sense of connection were crucial to increased social capital; schools who adopt a moral, inclusive approach that is less hierarchical will also increase social capital. In her article, Roffey (2012) cites the work of Onyx and Bullen (2000) who propose the following as being related to social capital:

- Participation in the community;
- Positive social activity and feelings of personal and collective efficacy;
- A feeling of trust and safety;
- Tolerance and diversity;
- Feeling a member of a team.

This is important when thinking about the relationships between teachers and teachers and teachers and head teachers. Social capital is known to enhance the feeling of wellbeing and security amongst groups (Roffey, 2012) as well as increase emotional support and kindness (Adler and Kwon, 2002). This theory is useful when considering the findings from this study. Participants reflected on the importance of positive and trusting relationships, with colleagues and their head teacher, which would have enhanced their feelings of trust and safety, something key to social capital. In addition, these positive relationships with the head teacher allowed participants to experience praise and recognition, something key to their feelings of efficacy. Participants shared how they valued being part of a team and expressed feelings related to collective efficacy and the desire to do well as part of this team membership.

5.6.4 Teacher-Personal Relationships

A finding novel to this research was the finding that teacher-personal relationships were also considered to be fundamental to teacher resilience (TR). Participants discussed how partners, friends and family were important sources of support, in the context of day-to-day experiences as well as during times of challenge. One participant discussed how friends were the main support and catalyst in increasing her confidence and efficacy to re-join the profession. Another valued friends and the option of drawing on non-professional 'sounding boards' for advice. One participant described how as a team, not taking themselves too seriously has enabled positive relationship to develop. Another described how regularly talking issues through with her partner at home has been useful, but has also meant issues from school have spilled into her personal life, something she is determined to change. It was clear that participants perceived personal relationships as crucial to their resilience.

5.6.5 Section Summary

This section has discussed the findings from this study in relation to the wider theme of belonging. Belonging emerged as a key concept, with positive and strong relationships often central to these findings. Relationships were analysed in the data as important to participants' feelings of resilience, and these relationships could be viewed at four different levels: the teacher-teacher, teacher-student, teacher-head teacher and teacher-personal relationships. This is in line with Gu's (2014) research into TR that three types of relationships as important. But the importance of teacher-personal relationships is an additional finding from this research. In line with Jordan's Model of Relational Resilience (2006) relationships were seen as crucial to everyday resilience by the participants in this study. Positive emotions, including Frederickson's Broaden and Build Theory of Positive Emotions (2004) and social capital are both theories that can be linked to findings from this study. Relationships were often identified as a mediating factor between organisational factors and personal factors, emphasising the finding by (Luthar, 2006) that resilience is crucially based on relationships.

5.7 Help-Seeking

The subtheme of help-seeking was analysed in relation to the overarching theme of 'The Developing Confidence of the Self.' Developing confidence was a key finding in relation to participants' experiences and perceptions of resilience. All participants reflected on times where they had felt more confident and more resilient, and less confident and ultimately less resilient as teachers. All participants explained how, in keeping with the notion of resilience, this cycle of confidence had been temporal and transient, and related such cycles to a number of factors. However, a clear and interesting finding analysed in relation to this was the key role of help-seeking within the profession. Through analysis, the broader theme of help-seeking linked with other findings in the research.

In this research, several participants discussed how they had been on a 'journey' in regards to seeking support at school. For example, one participant discussed how originally she viewed help-seeking as a failure and as a result did not seek support, despite struggling internally. However, this participant talked about how she now views help-seeking as a key skill linked to her resilience. Through analysis, I noted that this participant first struggled with confidence to seek help due to not knowing where to find it, dealing with her internal worry of burdening others and overcoming the stigma of admitting that she was finding things challenging. The idea that teachers often mask their true feelings was raised by another participant, who suggested that they often choose not to ask for help because they want to appear competent. This participant said that while support networks are useful resources, teachers need to be willing to seek out the support offered.

Alongside the smaller, day-to-day benefits of seeking help in relation to resilience, help-seeking was also described in relation to a significantly challenging point in a career when this particular participant's mental and physical health were suffering. Despite being prescribed medication for anxiety and being in physical pain due to a stress-induced medical issue, she did not seek help until a point of crisis. This participant described how she did not seek support earlier because she did not feel she could 'give up.' This again relates to the idea that help-seeking is negative. This is an interesting finding as evidence suggests that the teaching profession has a high

statistical rate of work-related stress and teachers are shown to be at risk of developing physical and mental health problems (Naghieh et al, 2015; ATL, 2010). With stress an issue for teachers in the UK and internationally, it seems vital that help-seeking is encouraged, fostered and developed in order to enhance teachers' confidence, and thus their own resilience.

These findings link to Brené Brown's (2006) research into vulnerability. In her research she discusses how vulnerability is often framed as a weakness, but is in fact is more related to courage and strength. She posits that vulnerability is also a key component of a wealth of positive emotions, including the notion of belonging (Brown, 2006). Acknowledging personal vulnerability exposes individuals to revealing their thoughts, emotions and beliefs to others and then opening up the potential for comment or criticism. Brené Brown (2006) notes this to be one of the most courageous actions an individual can do.

This theory of vulnerability can be linked to various findings in this research. Firstly, as outlined above, participants discussed how they often viewed help-seeking as a failure, attaching a self-stigma to this behaviour. Revealing they needed help was exposing the participants to feelings of vulnerability. Vulnerability also links to the subtheme of self-awareness vs self-doubt. One participant shared doubting herself and her competence in managing a work-life balance by comparison with her colleagues. This exposed this participant to a feeling of vulnerability through fear of not being like others. Similarly, another participant showed vulnerability after being out of the profession for a period of time; she doubted her ability but after seeking advice from friends she embraced the challenge. As a result, this participant is happy in her career and experiences the positive emotions (Brown, 2006) linked to vulnerability. The theme of 'The Self as a Survivor' also links to the notion of vulnerability. Participants expressed how having to experience difficult situations made them more resilient because they understood what it was like to get through them and 'survive.' In order to do this, the participants had to first expose themselves to an element of vulnerability. For example, one participant discussed having to deliver a presentation to the Governors and how, although she was nervous and fearful, the outcome was in fact positive, with her efficacy increasing as a result.

Help-seeking is viewed as a multi-faceted social skill that requires the help-seeker to show vulnerability (Wiese, 2018). Help-seeking is affected by a number of different factors including how we feel about ourselves, how we judge our relationships and our environment around us (Chan, 2013). As discussed in Chapter 4, teachers sought help from a number of different sources. However, participants noted two main barriers to seeking support in school: feeling confident enough to seek initial support and overcoming the stigma that help-seeking is a form of failure. When considering this, it might be useful to relate back to current contextual information within education. With a focus on performative and results driven agendas, (Gu & Day, 2013) teachers are under increasing pressure to facilitate the academic success of their pupils. When the success of schools is measured on their academic results, it is hardly surprising that teachers may be fearful of seeking help. Participants in this study often referred to help-seeking almost as a within-person trait. One participant described how she actively avoids it, but recognised that she would be more resilient if she felt able to ask for help. This linked to 'Self as Survivor' with participants almost distancing themselves from recognising these difficulties because they had become 'normalised,' -making help seeking even more challenging and increasing the stigma. However, this research takes a more ecological perspective, showing how adopting a help-seeking culture is essential to promoting help-seeking behaviours.

In relation to the conceptualisation of help-seeking as weak and negative, it is useful to discuss findings outlined by Vogel and Wade (2009). They discuss how individuals have a self-stigmatisation process specifically linked to seeking help. They describe how self-stigma may be enhanced because it is not only difficult to first acknowledge a need for help, but then challenging due to a sense of defeat or failure. Often seeking help is seen as weak and flawed within cultural and social domains (Vogel & Wade, 2009). With self-stigma being related to the external expectations of how one behaves (Vogel & Wade, 2009) this highlights the importance of establishing a culture that is accepting of help-seeking if such self-stigma is to be reduced.

A four part model proposed by Wiese (2018) outlines the importance of normalising help-seeking in the school culture for the benefit of staff and pupils. This can be seen in Figure 6.

1. Walk the talk: This process involves modelling help-seeking at both the pupil and staff level by showing vulnerability and asking for support, guidance and help.
2. Giving students and staff a voice: Invite people to give their feedback in relation to the help-seeking culture. This can help generate a new normalised culture.
3. Use Appreciative Inquiry to identify where help-seeking is used already in a positive way and how this can be strengthened.
4. Enhance a culture of generosity: Try to create a culture that is naturally supportive and think about ways this can be further developed

***Figure 7* Four Part Model (Wiese, 2018)**

Research suggests that teachers are often most likely to seek support and help from peers (Hsu, 2005; Ovenden-Hope et al, 2018) The findings from this study echo this as the majority of participants talked about help-seeking from peers or colleagues; only one mentioned help-seeking from the head teacher. In regard to the type of peer support that was found to be useful, Hsu (2005) found that student teachers' peers acted as understanding friends, offering professional knowledge and sounding boards in relation to ideas. This links to the current study as one participant talked about benefiting from more casual sounding boards in critical friends from whom to seek advice. Another participant reflected on how she found value in the reciprocal nature of help-seeking with colleagues and how being able to offer support to others in return has been beneficial to her. This links back to Brené Brown's (2006) theory of vulnerability. When participants felt comfortable to share their vulnerability and ask for help, they were able to be rewarded with reciprocal help-seeking that was not only useful for their development, but helped increase their feelings of efficacy. Findings also showed how participants liked to seek help and advice from like-minded professionals, including taking part in a regular walk with other teachers for mutual support.

5.71 Section Summary

A key finding from this research relates to the theme The Developing Confidence of the Self and the related subtheme The Help Seeking Professional. Participants described their feeling of confidence as transitory or ever-changing over the course of their careers, much like their conceptualisations of resilience. Help-seeking was a key finding as participants considered this skill fundamental to both confidence and resilience in the profession. Help-seeking as a concept is not documented within the teacher resilience literature. However, this study notes it to be a key skill needed in order for teachers to remain resilient over the changing course and contexts of their careers. Help-seeking is a complex skill that involves various factors and research shows that individuals need to be comfortable to show vulnerability when seeking support (Wiese, 2018). Findings show that finding the confidence to seek this support and eradicating the feeling of stigma attached were barriers to overcome, but both are necessary for resilience.

5.8 Learning

Learning was a wider theme linked to findings within this study. Connections to the overarching themes of 'The Developing Confidence of the Self,' 'A Desire for Control,' and 'The Learning Professional' are connected to this wider theme of learning. I will discuss findings in relation to these overarching themes and subthemes throughout this section. As previously mentioned, these may overlap with the wider themes of belonging and help-seeking.

Two subthemes were associated with the 'The Learning Professional:' Continual Professional Development (CPD) and Developing Self-Efficacy. Participants discussed how they were keen to develop as practitioners, learning skills they felt increased their confidence and self-efficacy. Participants were all open minded towards continual learning in the profession and several highlighted the importance of being reflective to new challenges and questions arising over the course of their careers. With this is mind, it would be useful to discuss the theory of growth mindset (Dweck, 2000). Growth mindset relates to the idea that individuals encompass inherent theories about the origins of intelligence, something that has a number of

implications for learning and motivation (Dweck, 2000). The theory of growth mindset relates to the idea that intelligence can change and develop over time, whereas individuals who have a fixed mindset believe that qualities and traits are fixed and unchangeable (David, 2015). Although this theory has not been discussed explicitly within the UK Teacher Resilience literature, growth mindset can be linked to resilience. This is because resilience not only requires the presence of adversity as a determining factor, but also is affected by the personal interpretation of that adversity (Yeager & Dweck, 2002). One participant in this study viewed a growth mindset as useful in regards to motivation, highlighting the need to keep going in spite of constant changes and the length of the school year. Given the participant's use of this theoretical language it should be noted that this terminology is easily accessible for teachers; Severs (2019) reflects how Dweck's recent concern that the theory of growth mindset is often being implemented incorrectly in classrooms. This participant described it as a within-person trait, highlighting some of the inaccuracies of growth mindset being applied to classroom practice. However, the theory of growth mindset is critical to TR when considering the socio-cultural factors and environmental context of schools. A culture that embeds the practice of growth mindset in a consistent way will enhance the implicit theories individuals hold about themselves, the beliefs, performance and motivation seen as connected to outcomes and thus, their resilience.

The theme of learning was also analysed in relation to the theme 'A Desire for Control,' particularly the subthemes of 'Self as Survivor,' 'Understanding of Risk Factors,' and 'Finding Balance between Professional and Personal Identities.' Participants wanted to gain control of certain aspects of their professional lives in order to maintain levels of resilience. For example, participants identified various risk factors associated with their own personal resilience, such as workload, student behaviour and stress, and noted that gaining an understanding of these has helped them remain in the profession. One participant noted that teachers are at risk of 'burn out' if they are not aware of the length and intensity of the academic year. This links to research completed by the DfE (2017) that found that approximately one in five primary school teachers reported stress issues as a result of workload or lack of support from senior staff. Awareness of the workload teachers are expected to

embrace was an aspect of self-preservation for one participant who recognised a work-life balance as essential.

Finding balance between personal and professional identities was also linked to learning. Participants felt they needed to maintain a balance between these two identities in order to remain in control with a sense of resilience. Participants discussed the notion of self-protection, not taking things personally or letting professional matters seep into personal lives. The theme of 'The Value Driven Professional,' was also linked to learning through participants discussing the necessity to filter what in their workload is important and necessary. This is in line with research completed by Towers and Maguire (2017) where it was found identity was a key cause of attrition when it was perceived that personal and professional values linked to one's professional identity did not marry with the systems.

Participants also discussed the importance of their developing self-efficacy as professionals. Self-efficacy theory is discussed in Chapter 2 and relates to the positive belief that an individual can perform successfully in new or challenging tasks (Bandura, 1994). Participants viewed their developing self-efficacy through their careers as important to their resilience. Participants discussed how they viewed being reflective and open to new ideas as key attributes of resilience and previous research has identified that reflective practice can be a critical component in the development of professional self-efficacy (Korthagen et al, 2006) highlighting that these two concepts interlink. Research suggests that self-efficacy may be useful when demonstrating resilience as it helps to trigger motivational, behavioural and affective mechanisms in difficult situations (Schwarzer & Warner, 2013). This has meant that in some conceptualisations of resilience, self-efficacy is viewed as a critical component (Rutter, 1987; Werner, 1982).

The role of leadership in schools has been identified as helping to foster resilience (Day and Gu, 2010) and leadership was discussed by these participants as being linked to their feelings of self-efficacy. This was talked about in relation to being given explicit praise by members of the Senior Leadership Team (SLT). When participants experienced situations of mastery this would, in turn, affect participants' implicit theories about their performance, something that links directly to growth mindset theory (Dweck, 2000). One participant talked about how 'small wins' create feelings

of success and over time, build a picture of internal success for the individual. This links to research completed by Handscomb (2011) where it was identified that leadership empowerment led to self-efficacy which consequently led to resilience capacity.

Another prominent finding in relation to the theme of the Learning Professional is the importance of Continual Professional Development (CPD), with participants seeing CPD as fundamental to developing their craft. However, prominent in the findings was participants' continuous learning in a variety of ways, not just through formalised CPD opportunities. As discussed, belonging and positive relationships are key to findings in this research; previous research has highlighted the importance of social relations and willingness to engage meaningfully as a group (Hagerty et al, 1992) to belonging. In line with Brené Brown's (2006) theory of vulnerability, participants first had to learn to be comfortable with their own vulnerability in order to help-seek, before learning the powerful impact of engaging in reciprocal help-seeking or knowledge sharing. For example, participants discussed learning in relation to the subtheme of self-awareness vs self-doubt, with one participant reflecting on their journey towards learning to seek support. Another participant described how she compares herself to others. Aware that this is unhelpful for resilience, it is something she is learning not to do.

Various participants also explicitly perceived CPD as crucial to their own resilience. The majority of participants in this study showed high levels of commitment to CPD, often individually researching areas of interest or attending self-funded training during their time off, placing value on developing their skill set. Previous research (Ovenden-Hope et al, 2018) noted that teachers' self-efficacy and confidence increased when they were provided with opportunities to learn about and reflect on their practice. This is in line with findings from this study where participants reflected on how their confidence had increased with opportunities to learn and develop. One participant strongly felt that being provided with constant opportunities including CPD in her first few years of teaching was a major factor strengthening her resilience and keeping her in the profession.

However, is clear is that CPD must be supported at the systemic level to have an impact. Participants described how barriers such as time and workload sometimes

get in the way of accessing CPD opportunities and therefore a mediating factor to the relationship between CPD and resilience would be leadership. This highlights the importance of developing a school culture that values the notions of belonging and learning in order for participants to be encouraged to grow, learn and develop.

5.8.1 Section Summary

Resilience for participants was affected by several factors linked to the wider theme of learning. Analysis from the data showed that as participants' self-efficacy and growth mindset developed, so did their sense of resilience. However, a key finding related to the various aspects of learning, as opposed to simply formalised experiences. Participants described how they have become more self-aware and learned to understand how certain risk factors of the career and environment could impact negatively on their resilience. Meaningful opportunities for CPD were also discussed, with leadership being critical in relation to this; a strategic flexibility to enhance and provide these opportunities to participants was valued. In addition, the role of leadership was essential in developing a culture where learning was encouraged and enabled through positive, trusting relationships. Self-efficacy and confidence were increased through praise and recognition for participants. This links to research completed by Day et al, (2011) where it is suggested that interventions in school, delivered by leaders who are aware of the role they have in fostering resilience at the individual and collective level would be useful. However, as this research has highlighted, sometimes the 'ordinary magic' delivered through positive relationships is all that is needed in the first instance.

Finally, I feel it is useful to present these findings visually. In order to do this, I will draw upon Gu & Day's (2013) model of teacher resilience (TR) (Figure 7). Adding findings from my research to this model will orientate the reader to further understand TR at three factorial levels: the personal, relational and organisational. As found in my research, belonging and the role of relationships were found to be fundamental to other areas of the research. Because resilience is interactional, the middle layer of this model represents the relational factors, where belonging and relationships are positioned. Therefore, these can be viewed almost as a 'buffer' or mediating

influence to the other findings, as without a sense of belonging and relationships, other factors linked to resilience may be less effective.

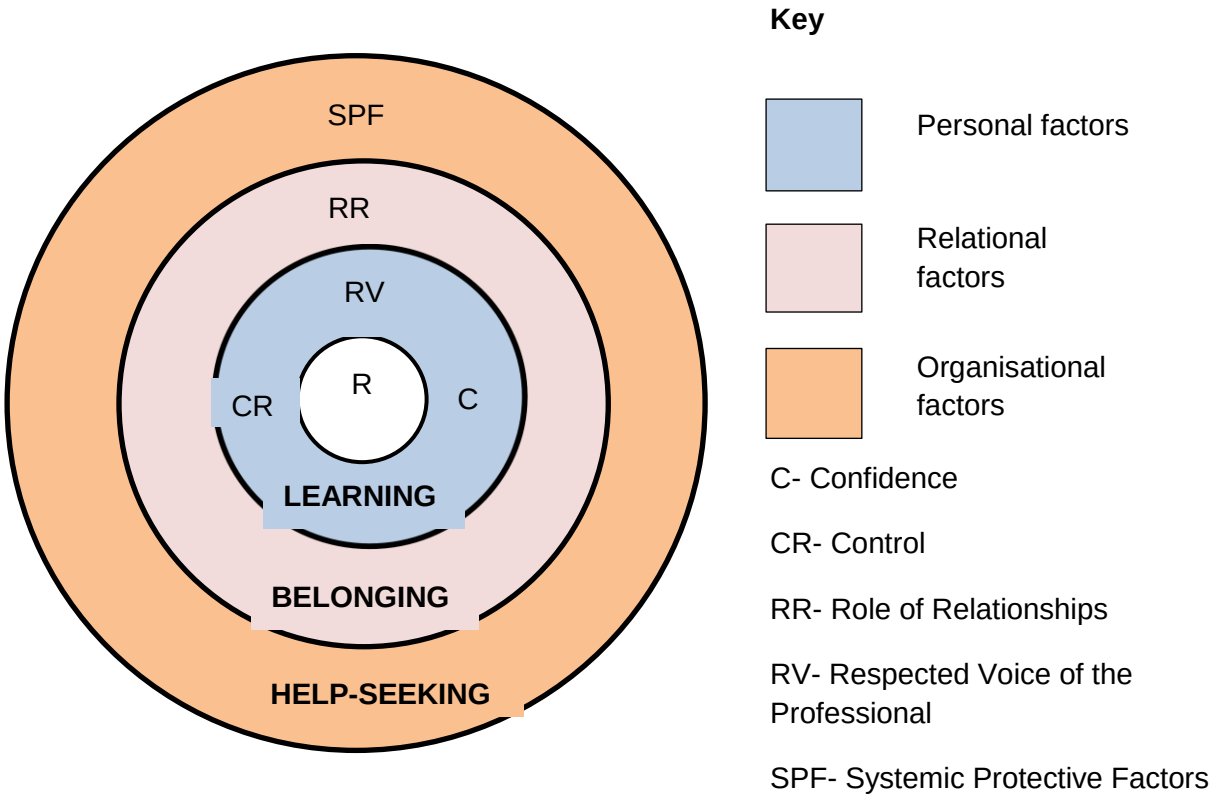


Figure 8 Findings in Relation to Gu and Day's (2013) Teacher Resilience Model

5.8.2 Explanation of TR Model

The three areas of knowledge discussed throughout this chapter are in bold: learning, belonging and help-seeking. These should be conceptualised as interacting with other layers of influence. The arrows in this model emphasise the interactional nature of resilience, so although I have positioned learning at the individual level and help-seeking at the organisational level, these concepts overlap and interact, as discussed, with other layers of this system. I have chosen to position help-seeking at the organisation level due to the importance of a culture reflective of prioritising help-seeking. Learning is positioned at the individual level due to the participant learning in a variety of areas, including learning professionally to develop their craft as a teacher, or learning personally, for example to be comfortable to show vulnerability.

Control and confidence are positioned at the personal level and represent the overarching themes of ‘A Desire for Control,’ and ‘The Developing Confidence of the Self,’ Control represents findings related to ‘Understanding of Risk Factors, ‘Balancing Professional and Personal Identities,’ and ‘Self as Survivor.’ ‘The Developing Confidence of the Self,’ relates to findings in self-efficacy and Continual Professional Development. Although these themes overlap with other areas of the model, they link pertinently to personal development and growth of the individual in their knowledge and experience, and thus can be positioned in the first layer.

The middle layer represents relational factors; therefore Belonging is positioned there. Although the Role of Relationships is a subtheme, I felt it was important to include alongside Belonging due to findings from this study emphasising the importance of a number of relationships. Collective efficacy is also a subtheme associated with this layer.

In the final layer of the model I have positioned ‘Systemic Protective Factors.’ These relate to ‘Planned Support vs Ordinary Magic,’ ‘A Culture of Respect and Trust,’ and ‘The Role of The Head teacher.’

5.9 Implications for Educational Psychologists

The findings from this study, I believe, are relevant to the work of Educational Psychologists (EPS) for a number of reasons. Firstly, EPs are uniquely positioned to offer support to schools regarding the notion of TR because EPs work at a number of different levels. EPs work dynamically, through consultation with parents and teachers, direct work with the child, assessment, observations, training or completing research (BPS, 2019). This means that EPs work at the individual level when working with children, the organisational level when training teachers or through consultation and the system’s level through influencing a Local Authority (Fallon et al, 2010). Cameron (2006) offers five distinct ways an EP operationalises their work. In this section, I will use these five layers as a framework to discuss the implications for EPs of this study.

Cameron (2006) described how EPs work in these five ways:

1) By adopting a psychological approach to human problems;
2) Uncovering mediating variables to explain relationships and explanations;
3) Unravelling problem dimensions using a variety of models;
4) Using evidence-based strategies for change;
5) Endorsing progressive concepts or *big ideas* which are supported by psychological research that will enhance change.

Implication 1: Adopting a Psychological Approach to Teacher Resilience

Psychologists are uniquely positioned to view the world and interactions from a variety of perspectives. Firstly, psychologists will be able to view human problems from well-established, theoretical understandings. Psychologists also tend to view behaviour from an eco-systemic perspective that highlights the array of personal, contextual and interpersonal variables at play in a given situation (Cameron, 2006). This perspective enables challenges to be made by an EP when situations are viewed with a more 'within-child' view. This is particularly useful for the notion of TR. Traditionally, resilience was widely accepted as a more innate capacity shown by some and lacked by others. However, as research into resilience developed, the theoretical understanding of the concept advanced and it is now more widely considered to be multi-dimensional, dynamic and influenced by a wide range of contextual, social and personal factors. Others have also conceptualised it as a process, (Masten, 2014) something that contradicts the view of it as a trait. With this is mind, EPs will be well positioned to disseminate theory and research on TR to schools, in order to enhance psychological understanding of it as a concept and develop the eco-systemic view.
Enhancing a psychological perspective to TR could be completed in a number of ways:

a) Through Consultation: Consultation was first proposed by Wagner (1995) and is a way of reflecting on psychological theory with a range of stakeholders to better understand a situation, whilst collaboratively constructing outcomes to

improve the situation (Nolan & Moreland, 2014). Consultation is a key aspect of service delivery in many EP services (Nolan & Moreland, 2014) and EPs work directly with teachers and sometimes senior leaders through this process. Therefore, this would be a useful forum to disseminate research into TR to staff at school. It also might be a useful way of 'checking in' on any staff in the process of overcoming particular challenges. In research completed by Miller (2003) a case study of a teacher working with an EP is outlined and in this research, the participant reflected on how beneficial it was when the EP made her feel she was doing the right thing. Similarly, in this study one participant shared how she felt her work was validated when she was praised by an EP for her efforts. As Day et al (2011) state, "*teachers' resilience cannot be taken for granted and may sometimes warrant support from qualified and experienced other professionals," (Pg 17).* In addition, disseminating the findings from this research, including the importance of help-seeking, learning and relationships in relation to TR, could be useful in consultation.

b) Through training with Senior Leaders in schools: Typically EPs have established relationships with members of staff in schools, often including members of the Senior Leadership Team (SLT). Therefore, communicating the importance of resilience to teachers at this level is key. EPs often have the opportunity to work at an organisational or systemic level (Curren et al, 2003) and by providing training to senior leaders on TR, including the findings from research, issues will be addressed at a higher level (e.g. through delivering training). Training at the senior level will be beneficial for a number of reasons. Firstly, findings from this research highlight that participants did not always value external professionals offering personal support regarding their own wellbeing and thus, it is probable that resilience is to be viewed in a similar way. Secondly, findings showed that participants valued support from members of staff they already had existing relationships with. After training with SLT into TR, SLT could then make systemic changes or disseminate this training to staff. This would enable training on TR to be delivered, but through senior leaders who have established relationships and knowledge of the specific context.

Implication 2: Uncovering mediating variables to explain relationships and explanations:

Mediating variables offer understanding and explanations about different concepts by understanding links and connections. Because resilience is a theory that is interactional and dynamic, mediating variables across different related factors occur frequently. As a result, EPs could contribute to the understanding of mediating variables related to TR in a number of ways:

a) Delivering training: findings from this research noted Belonging to be a key mediating variable to all other findings and thus to resilience. EPs are positioned to deliver training to schools on particular topics, theories and research and therefore in a good position to provide training on TR, highlighting the importance of Belonging alongside the other areas of knowledge revealed through this research: Help-Seeking and Learning. This would help schools facilitate future planning and development in relation to this. However, as mentioned on page 135, it is important to note that training would need to be planned and considered carefully. Findings from this research imply that participants did not always find direct training from external professionals useful. Therefore, training in this sense would need to be delivered to Senior Leaders who could then either disseminate this research or make systemic changes in relation to TR.

b) Through supervision with teachers: EP services are having to diversify their practise and think creatively in order to respond to the drive for traded services in the profession (Callicott & Leadbetter, 2013). Although research into supervision and more specifically inter-professional supervision is limited (Nolan, 1993; Callicott & Leadbetter, 2013) EPs could offer a range of skills with inter-professional supervision due to their knowledge of the supervisory process and through their reflective skills used in consultation (Callicott & Leadbetter, 2013). EPs may also be able to unpick and explore some of the mediating variables linked to teachers' unique situations through the process

of supervision. This might be particularly pertinent in regards to reshaping SLT's views about why particular teachers are finding situations challenging. EPs are in the position to offer a unique psychological perspective in relation to resilience.

Implication 3: Unravelling problem dimensions using a variety of models:

EPs use a variety of problem solving frameworks to facilitate problem analysis. One of the main functions of completing problem solving frameworks is to ensure that complex processes based on psychological theory are made transparent (Cameron, 2006). These problem solving frameworks and detailed thinking processes then become the basis of psychological advice (Cameron, 2006). Being aware of the research in TR is important so this can be a consideration in problem solving networks.

As resilience is a complex and much debated subject, it will be important for EPs to be transparent and outline their theoretical basis and thought processes clearly.

Implication 4: Use evidence-based strategies for change:

Evidence-based practice (EBP) is highlighted in various forms of professional legislation (BPS, 2017; HCPC, 2015) and is also noted within the SEND Code of Practice (2015). This shows the importance placed on EPs and other educational professionals in working through EBP in order to use the most effective evidence to guide their practise and advice. They are also one of the main practitioners positioned within a Local Authority to be trained in research and statistical analysis (Cameron, 2006).

This means that EPs can use evidence-based strategies for change regarding TR by completing further research in TR. The field of TR is still an emerging one and needs further empirical evidence to inform the evidence base more fully. EPs are positioned within schools, have relationships with staff and training in research design so would be well placed to conduct additional research in this area.

Implication 5: Endorse progressive concepts or big ideas which are supported by psychological research that will enhance change:

Hughesman (2004) discussed how psychology can help to expose people to what they can do rather than what they cannot and proposed three criteria based on this notion including: empowerment, resilience and positive psychology. These are mentioned here due to the direct link with resilience, but also the connection to positive psychology. Resilience can be viewed as connecting clearly to positive psychology because it focuses on what people are capable of achieving as opposed to a deficit view. EPs could be well placed to enhance the work of positive psychology in schools by providing training to staff on how to build positive emotions using techniques such as three blessings (Seligman et al, 2003) or conduct resilience training (Reivich & Shatte, 2002). Research completed by Critchley and Gibbs (2012) noted positive results in relation to a control group when a positive psychology intervention was in place. This intervention increased teachers' efficacy beliefs as a result of writing down three positive aspects of their day and what their role had been within them. Promoting positive psychology in schools would be useful for EPs to promote in relation to TR.

In addition, Cameron (2006) describes how EPs are particularly concerned with exploring optimal experiences in relation to resilience and children. However, this could also be the case for TR, where EPs work with teachers and the school at a more organisational level to look at how optimal experiences can be created for teachers. This could be achieved through training with SLT, direct work with teachers in consultation and supervision, and engaging in evidence-based practice to ensure knowledge in research and theory on TR is up to date.

5.9.1 Section Summary

This research has a number of implications for the EP profession at various levels. Framing the implications in relation to my findings using Cameron's (2006) five ways an EP operates, has conceptualised the possibilities in relation to consultation, direct training and research. Since EPs often have well established relationships with the

schools and the teachers they work with, their role can facilitate these possibilities. It is the responsibility of the EP to disseminate evidence-based research to schools and with the current crisis of teacher retention and attrition in the UK, I believe it is fundamental that EPs operate at an organisational and systemic level to help foster and promote TR in schools.

6. Conclusion

To conclude, I will first address the model of teacher resilience (TR) outlined by Gu and Day (2013) that guided my current study. I will consider its usefulness and whether it can inform the work of Educational Psychologists (EPs) and schools. The four research questions will then be addressed to explicitly link the findings in Chapter 5 to the aims of the research. I will then present a critical evaluation of the study, guided by Yardley's (2000) four proposed qualities of good qualitative research:

6.1 The application of Gu and Day's (2013) model of TR

The model of TR that has shaped my thinking throughout this study is the model of TR outlined by Gu and Day (2013). This model groups factors related to TR into three groups: personal factors, relational factors and organisational factors. Although the authors did not present this model visually within their research, I found it useful to conceptualise it in this way (Figure 8).

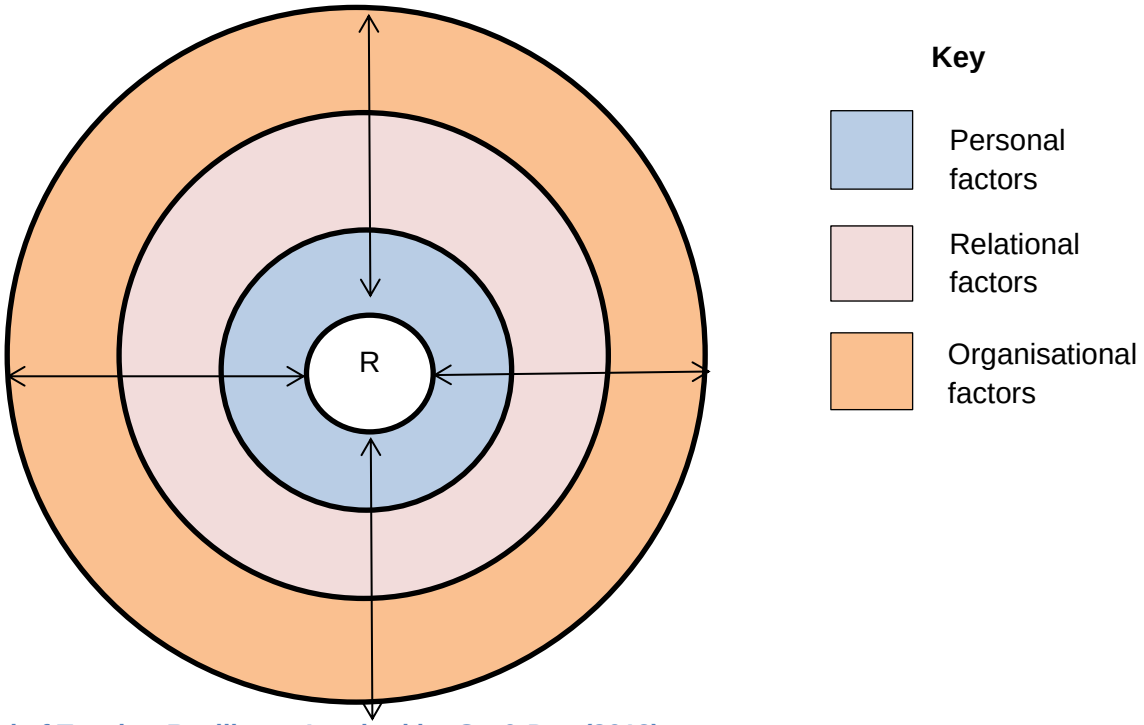


Figure 9 **Model of Teacher Resilience Inspired by Gu & Day (2013).**

***It should be noted this is a personal visual representation of the model outlined by Gu and Day (2013)*

Day et al (2006a; 2011) identified in their research that factors relating to TR can be viewed at these three levels. However, given that research into resilience conceptually identifies it as a multi-directional and interactional concept, it felt pertinent to represent the model visually. Results from this study suggest similar findings to this research, as personal, relational and organisational factors have been found to be crucial in either fostering or eroding resilience in participants. Resilience also appeared to be a complex and multi-dimensional with factors at various levels connected and interlinked.

Given findings from this study identifying the theme 'Planned Support vs Ordinary Magic,' planned, targeted support offered by EPs would be useful in addressing some of the issues with staff attrition (DfE, 2017) retention (Barmby, 2006) and staff mental health (Naghieh et al, 2015). However, as the model in figure 8 highlights, this is just one area where EPs can offer support related to resilience. As discussed in Chapter 5, Section 5.9 there is scope for EPs to support schools and teachers in a number of ways, including consultation, delivering training on resilience, helping to promote schools to create cultures of where belonging, help-seeking and learning are encouraged, and through completing further research. It would seem a useful conceptual model around which to base thinking when considering working in schools in this way. By viewing resilience and the factors related to it at three levels that interact and interlink, greater understanding of the multi-dimensional nature of TR can inform appropriate support.

6.2 Research Question 1: How do individual teachers perceive a 'resilient' teacher?

All participants described experiences where they had overcome a level of challenge, difficulty or adversity in their career. These experiences range in detail and are idiosyncratic in nature. All participants felt generally more positive now in comparison with times of challenge.

Generally, there was an understanding that a 'resilient teacher' was one who encompassed a range of skills and interactions. These can generally be viewed as being encompassed by three overarching themes of Belonging, Help-Seeking and Learning.

Belonging has been identified as a key finding in this study. Teachers needed to feel a sense of belonging if they were to be influenced by a range of factors at the personal, relational and organisational levels. For example, participants clearly identified that they perceived a resilient teacher to be one who was able to draw on support at times of challenge. Peer support was influential in this, with participants talking about the value they placed on getting advice, bouncing ideas off and sharing expertise with colleagues. However, this was dependent on a key element of the notion of belonging: established, positive and meaningful relationships with colleagues. This links to the theme of help-seeking. Participants talked about 'resilient' teachers being able to engage in help-seeking behaviour and be open to seeking support from a variety of networks, as opposed to just having access to this support. However, as several participants noted, first it was imperative to overcome the stigma of help-seeking, as some viewed this as a failure or weakness. As discussed in Chapter 5, this showed that participants had to become comfortable with their own vulnerability, before being able to overcome the stigma and seek help at times of difficulty. Participants also viewed a 'resilient' teacher as one who engaged in reciprocal help-seeking. For example, participants discussed how it was beneficial to their resilience when they were able to exchange help and support with a colleague, as opposed to simply relying on their support. Engaging in mutuality (Jordan, 2006) meant that this help-seeking relationship was beneficial to both individuals participating in this relationship, something that was influential to their confidence, including their developing efficacy as a professional.

Participants also viewed 'resilient' teachers as passionate and motivated to engage in regular learning and development opportunities, including Continual Professional Development (CPD). Participants discussed how teachers needed to be unafraid to try new things and not be disheartened if a particular strategy or idea did not go the way they expected. The theme of 'A Desire for Control,' was an important theme in relation to perceptions of a 'resilient' teacher. The 'Self as Survivor,' was noted with participants discussing how 'resilient' teachers needed to keep going at difficult times. There was an understanding that sometimes it was useful to welcome opportunities and experiences that were outside a typical comfort zone, alongside putting in place self-protection mechanisms such as placing an element of emotional distance between oneself and the school. This also linked with the theme, 'Self-awareness vs

self-doubt.' Participants perceived 'resilient' teachers to be more self-aware, particularly in regards to understanding particular risk factors associated with the profession, such as workload and stress. This was also apparent in regard to the theme of 'Finding a Balance between Personal and Professional Identities,' where it was clear that participants perceived 'resilient' teachers to be those who were able to balance their home and personal lives, not allowing them to merge and interlink as this led to feelings of losing control.

6.3 Research Question 2: How do individual teachers conceptualise their own experiences in the profession?

All participants described experiences where they had overcome a level of challenge, difficulty or adversity in their career. These experiences range in detail and are idiosyncratic in nature. All participants generally felt more positive in their role now, since their times of challenge.

When asked about times where they felt less resilient, all participants reflected on times of significant challenge in their careers. One participant noted how she had suffered significant mental health difficulties, resulting in having to take long term medication and time out of the profession. Another noted how she had almost left teaching entirely due to the extreme stress she felt. One participant described how at a previous school she felt extremely undervalued and day-to-day life was struggle, or a "battle." Interestingly, during these times of challenge, two participants did not feel supported or validated by senior leaders, particularly the head teacher. They emphasised how this lack of support affected their confidence; these participants did not feel validated, heard or listened to, reducing their sense of belonging to the school. The other participant felt a level of support was available, specifically in regards to logistics, but felt that she had to come up with the ideas to improve the situation and did not emotionally feel supported during this time.

However, despite acknowledging that it is an intense and hard job, participants all expressed positivity now towards their roles. All discussed how they had developed in confidence and felt more in control of their professional lives. For example, participants were aware of risk factors and how to manage them; they were aware of the importance of help-seeking and peers' support, and of the importance of learning and growth over the course of their careers. However, this should not be

conceptualised as a ‘within person,’ view. Although these were factors at the personal or individual level, they were fundamentally based on several ‘Systemic Protective Factors,’ including a school ‘Culture of Respect and Trust,’ ‘The Role of the Head teacher,’ and ‘Planned Support vs Ordinary Magic.’ These factors helped create the conditions that facilitated learning and peer support. For example, without a culture and head teacher that valued the importance of peer learning, time would not be set aside to enable it to happen. Without a head teacher who appreciated the importance of praise and recognition, participants would not feel valued and a part of the system they worked within.

6.4 Research Question 3: How do individual teachers perceive their own resilience?

Overall, participants believe their resilience to currently be high. When asked to rate on a scale from 0-10, with 0 representing the least resilient and 10 representing the most resilient, six out of seven participants identified their current score to be 8 or above. This information can be seen in the Table 7.

Table 7 Participants' Perceived Resilience

Participant	Most resilient	Least resilient
Claire	9	1
Kate	9	5.5
Lucy	9	4
Emily	8	Narrative information
Jo	8.5	4
Marilyn	8/9	Narrative information
Rachel	Narrative information (high)	Narrative information

As you can see from the data above, the majority of participants perceived there to be a big difference between their scores now and times when they felt least resilient. This indicates that all participants understood resilience to be transitory and something that changed and developed over time. Most participants discussed resilience positively, viewing it as useful and necessary for the teaching profession. In line with the current conceptual understanding of resilience, this suggests that resilience in the teaching profession is common and a typical function of human adaptation (Masten, 2014). Research into resilience in a number of contexts has found that there is a socially constructed element to it and that it is heavily impacted by a range of specific factors related to that individual context (Ungar, 2004). These scores also suggest that resilience can be learnt (Neenan, 2009). This theory fits with this study as all participants expressed that resilience was something that could be learnt over time. However, despite this notion several participants considered resilience to be trait-based to some extent; they felt they had resilience from childhood or previous experiences. This emphasises the complexity of resilience as a concept which has consistently experienced definitional problems within the research (Luthar et al, 2000).

6.5 Research Question 4: How, if at all, do teachers perceive the role of the school and outside professionals, including Educational Psychologists (EPs), in supporting teacher resilience?

Findings in this study showed that participants explicitly viewed the role of the school in fostering or developing resilience in one of two ways: through planned support or through the use of 'ordinary magic.' (Masten,2014). However, it was clear from this study that it was not just explicit support put in place that was perceived as useful to participants. In fact, in line with the notion of resilience, it was the combination of factors that interacted with and influenced each other that helped foster resilience within staff. In light of this, it might be useful to recap the model of TR proposed by Gu and Day (2013). In Chapter 5, findings from this study were added to the model, emphasising the importance of Belonging, Help-Seeking and Learning in relation to resilience. In addition, this model shows the overarching themes of this research, which in turn will help to answer this question further.

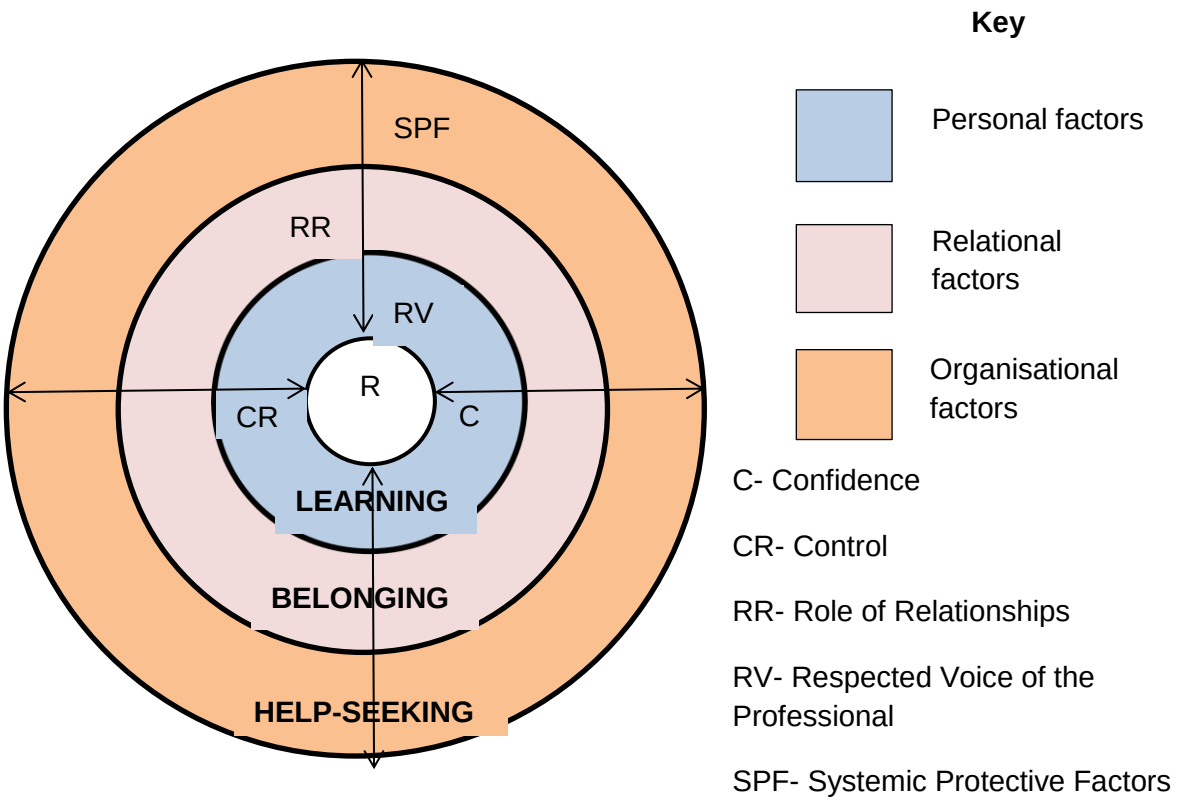


Figure 10 **Findings in Relation to Model of Teacher Resilience proposed by Gu and Day (2013)**

As the figure above aims to represent, resilience is a concept that is interactional and multi-dimensional. Viewing it from an ecological perspective, as highlighted above, aims to highlight how when factors occur in one area of the system, they influence another aspect or layer. Thus, despite some planned support, such as wellbeing forums, mindfulness, yoga opportunities and opportunities to talk to a Mental Health lead practitioner in the school, being perceived as beneficial in fostering resilience, a number of the findings show more implicit ways of supporting resilience at a number of levels. The small acts of praise and recognition, analysed as 'Ordinary Magic' in the research, had great impact on participants and their sense of worth and belonging in an organisation. Participants valued organisations that fostered positive relationships with others, encouraged and valued opportunities for peer support and provided meaningful continual professional development (CPD) opportunities whilst providing time and value in learning and growth, as key to their resilience. Findings indicate that the themes of Belonging, Learning and Help-Seeking were key factors linked to participants' resilience and therefore the research suggests that the role of schools and outside professionals could be to foster these elements further.

Views on the role of professionals, including EPs, were more varied, with participants each having unique experiences of working with others to support resilience, but some of these experiences were similar, especially when the participants were recruited from the same school. I will discuss this question by first reflecting on participants' experiences of school based support, before thinking about the role of outside professionals, including EPs.

Results from this study suggest similar findings to previous research exploring TR in the UK. Personal, relational and organisational factors have been found to be crucial in either fostering or eroding resilience in teachers. Resilience appears to be complex and multi-dimensional with factors at various levels appearing to be connected and interlinked. Relational factors are identified as key to promoting TR, with findings showing similarities to Gu's (2014) research highlighting three types of significant relationship: teacher-teacher, teacher-student and teacher-head teacher. However, findings from this study propose that there should be an additional factor added to the relational influencers: personal relationships. This is proposed due to the resource of support and guidance drawn upon by participants from family and friends at times of challenge or difficulty in the profession. I would argue that personal relationships also influence who we are as people, our identity, values and beliefs, factors that have previously been found to be key to TR (Wilkins et al,2012; Day et al, 2006). Organisational factors found to be key to TR are the role of the head teacher, providing an open, trusting culture, offering planned support to teachers who need it and the use of 'ordinary magic,' (Masten, 2014) to foster resilience. This is in line with previous research that shows resilience to be common and far from the extraordinary, with TR being found to be related to the everyday resilience needed in a challenging profession (Day et al, 2009). The role of the head teacher was found to be crucial at two levels: firstly through acting as a systemic protective factor in relation to protection from risk factors such as a heavy workload, by adapting practices and school policy, as well as the aspects of the relational role they hold when communicating with and supporting staff. Being open, approachable and honest was found to be crucial in order to help develop trust, not only with the leader themselves, but in providing a trusting culture. The 'ordinary magic' (Masten, 2014) that was provided at the school level comes from both the role of the head teacher and the culture. My research showed the value that teachers placed on being

acknowledged, greeted, valued and trusted by their leaders, and the effect it had on their confidence as professionals, thus enhancing their capacity to be resilient. This research also offers additional evidence to promote the role of the EP in fostering TR in schools. Ways in which they can do this have been discussed in section 5.6.

My research has confirmed resilience to be a complex and dynamic construct that can vary over the course of a teacher's life and career. Through adding to the literature base on TR, I hope to have contributed new knowledge to TR at the primary level, perceptions and experiences of participants, and what schools and outside, including professional EPs can do to support it.

6.6 Critical Evaluation of the Study

With no agreed, universal criteria to judge qualitative research, I have decided to use Yardley's (2000) principles of good qualitative research to critically evaluate this study:

- Sensitivity to context;
- Commitment and rigour;
- Transparency and coherence;
- Impact and importance.

Sensitivity to Context

Researchers must have a strong understanding of previous research and theoretical understandings related to their field. However, Yardley (2000) proposes that this is particularly crucial to qualitative researchers; this is because they often need a broad understanding of the philosophical orientations and history of the research in order to remain aware of different perspectives influential to the subjects in the study in order to capture a rich and deep analysis. This was pertinent to this research which was phenomenological in approach, meaning I as the researcher were actively involved in the analysis stage by interpreting the participants' interpretations of their lived experiences. With this in mind, it was fundamental that I became knowledgeable about the research associated with teacher resilience (TR). In addition, through

wider reading I identified gaps in the research, highlighting that there was not yet an explicit UK study on teacher resilience with solely primary school teachers.

During the data collection stage I took care to ask open ended questions and explore the important aspects relevant to each participant. Conducting a pilot interview helped prepare me for this. However, my comfort with this approach developed as the interviews progressed. Notes in my Researcher Diary (Appendix 16) helped me reflect on the interviews and interactions that had taken place.

Yardley (2000) described how qualitative researchers must aim to understand social interactions, language and the culture central to the study being researched, including socioeconomic, historical and ideological factors. My dichotomous role as both Trainee Educational Psychologist (TEP) and researcher, needed to be reflected upon throughout the research process as a dual role can produce challenges such as a power imbalance between 'insider' and 'outsider' positions (Hamdan, 2009). Therefore, from an ethical perspective, I think it was important not to interview participants with whom I already had a relationship as a Trainee Educational Psychologist (TEP). Although I conducted research in some schools where I had previously worked, I had not previously met any of the teachers I interviewed. Yardley (2000) proposes that the participant and researcher relationship is crucial; therefore ensuring there were no pre-conceptions seemed essential. This also reduced the likelihood of a possible power dynamic to the interview.

I aimed to ensure I was sensitive to the data (Braun & Clarke, 2013) and avoid stating my meaning to it as a researcher, by offering participants the option of 'member checking' their transcripts and by then engaging in peer review with a colleague related to my data analysis. These stages, which can be read about in Chapter 3, offered a level of quality control to this study. Nevertheless, only one participant opted to check her transcript and therefore the process of 'member checking' across participants was inconsistent. On reflection, I feel it would have been a stronger study if I had completed the research in two phases, with phase two being an additional interview with each participant after the analysis stage to ensure their understandings and meaning were in line with my analysis. This is a critique of my recruitment strategy; if I had outlined that the interview would consist of two phases, participants would know what they were agreeing to, rather than there being

an additional ‘opt in’ phase with which busy teachers are unlikely to be able to engage.

Commitment and Rigour

Braun and Clarke (2013) discuss Yardley’s (2000) principles and highlight how commitment and rigour to a study can be shown through:

- Collecting data;
- The depth and extent of the analysis stage;
- The skill shown through methodological approach;
- Commitment to knowledge of the topic.

Throughout this study, I aimed to engage with the field of teacher resilience, attrition and retention by reading current policy related research. Due to the field of education changing rapidly, this was essential in order to ensure my knowledge of the current context was up to date. Thorough data collection occurred through in depth interviews that lasted between 40 and 65 minutes. As a novice IPA researcher, I watched numerous videos and joined an online e-mail forum where other IPA researchers discussed aspects of this research. Using this forum in an observer capacity provided me with some further insights into IPA as an approach. In order to ensure data triangulation in the current study, I engaged in a peer audit process, where I and a colleague also completing a study using IPA discussed our research findings. Although the nature of IPA is hard to triangulate due to individual truths being likely to be different, this enabled reflexivity as a researcher and active discussions on the process of my analysis. I also discussed some initial themes generated with my supervisor, offering another layer of audit.

Transparency and Coherence

I hope to have demonstrated transparency throughout my research through:

- Description of my systematic literature search;
- Methodological approach taken and my decision process regarding this choice;
- Presentation of findings, communication of the over-arching themes and how they were generated;
- A narrative discussion about the meaning of these findings in relation to current theory and research.

Although I did not discuss the research questions explicitly in Chapter 5, I have answered them in this Chapter as a way of re-capping findings, whilst ensuring my study remains transparent in regards to research aims.

In regards to reflexivity, I ensured I kept a researcher diary throughout this study. The aim of this was to enable a way of documenting my feelings and initial thoughts about the study and findings. This was particularly crucial after the interviews as it enabled me to reflect on how I felt they went, how I felt the participant was feeling and whether there was any learning I could transfer to the next interview (Appendix 16). I do want to draw upon an aspect of the sampling in this section as it was something I reflected on throughout this study. Due to the recruitment strategy adopted, all my participants were Caucasian females, who taught in four schools, meaning several participants taught in the same school. I would have liked to have greater representation of males within my sample, however, it may be considered that this is somewhat in line with the under representation of male primary school teachers nationally. For example, statistics shows that in the years 2016-2017, 82.4% of the primary school work force were female (BESA, 2019).

However, this meant that I was researching a more homogenised group than I had intended, and that the findings in this study must be viewed as illuminating a situation as opposed to providing any form of generalisability. As in a lot of qualitative research, this study aims to ‘horizontally’ extend findings (Stephens, 1982); I was aiming to provide rich, detailed accounts of a particular group of primary school teachers in order to understand their idiosyncratic experiences. Nevertheless, I feel

this study could have been enriched if my sample had encompassed broader diversity including socio-demographic of schools and gender.

In addition, my recruitment strategy had to be changed (see Chapter 3, Section 3.12) due to limited interest. As a result, I then asked link EPs to contact school leaders or SENCOs directly. This meant that I did not secure a range of schools from the intended groups and increased the possibility that I just received replies from teachers who had positive relationships with the EP, perhaps creating a bias to my sample. In line with the intended sampling strategy, my recruitment can again be criticised due to the fact I grouped the schools on information from each school's OFSTED report. This method led to problems as some OFSTED reports were outdated and therefore the information about the socio-demographic may well have been incorrect. In addition, some schools that had just converted to academies did not have up to date OFSTED reports. For these schools, I made judgements regarding the group they should be categorized into according to the nearest school. However, this is not an accurate measurement as the variance between schools can be huge. A more accurate measure for this would have been to use the Index of Multiple Deprivation, which provides accurate information on specific areas. However, I did not recruit from any of the schools grouped in this way due to not having an Ofsted report in the final research.

Finally, by only recruiting teachers who were currently teaching in the profession, I feel I have limited findings related to perceptions of resilience. I decided to interview teachers with five or more years' experience in relation to the highest statistical dropout rate in the profession; I wanted to explore the reasons teachers stay. However, I feel this somewhat assumes that teachers who stay in the profession are resilient and the teachers who leave are not. Therefore, I think it would perhaps been useful to interview some teachers who had also recently left the profession in order to compare my findings on why teachers stay with why they leave. Understanding perceptions of their own resilience from teachers who have left the profession would offer another insightful angle of exploration.

Impact and Importance

I feel the impact and importance of this research relates to its possible use in schools and by Educational Psychologists (EPs). Implications for the EP profession can be viewed in Chapter 5, Section 5.9, but to summarise, it was discussed how findings from this research might be useful for EP services that could then support schools and various levels in relation to teacher resilience (TR). EPs have the possibility of supporting TR further through consultation, training and through promotion of cultures in schools that the findings highlight (e.g. a culture of help-seeking in school).

In Chapter 1 and 2 I have highlighted the importance of this topic in relation to the current teacher retention issue in the UK. With teachers leaving the profession at a high rate after one, three and five years, it is imperative that support is put in place, not only in the early stages of their career, but throughout. An awareness of factors that enhance and erode TR at the school level may help to shape policy and practice in schools.

Theoretically, I hope to have highlighted some new findings in relation to TR. Although a lot of this research confirmed previous findings in the literature, the importance of Belonging, Help-Seeking and Learning was discussed in Chapter 5, with the importance of Help-Seeking being, in my understanding, a novel insight into the research in this field.

6.7 Further Research

As the field of TR is still emerging, a greater focus on gathering empirical evidence will be necessary. Although I feel IPA was a useful methodological approach in order to capture the rich, varied and deep findings in this study, IPA as an approach has been criticised due to its ambiguity and focus on language, and to being more descriptive as opposed to interpretative (Tuffour, 2017). Despite putting in place several quality control measures such as peer audit during analysis, a reflective diary and discussions with my supervisor about ensuring my findings were interpretative as opposed to descriptive, these limitations must be considered. Completing more studies into TR using a range of methodological approaches would be useful.

Thinking specifically in relation to further research related to my study, I feel it would be useful next to interview head teachers and leaders to explore their understandings of resilience, whether they feel it is important to the profession, what factors they understand to be influential to the erosion or development of resilience in teachers and whether they feel there is a use for outside professionals, including EPs, in supporting this. These findings could then be looked at in relation to this research, drawing upon similarities and differences.

In addition, exploring the views of EPs and how they have previously worked in relation to TR would be useful in order to gain a more detailed view of the work, and possibly 'hidden work' or support in place in different EP services nationally. This data could be obtained through semi-structured questionnaires, followed by the use of interviews or focus groups to gain richer information and draw upon the findings from the questionnaire.

6.8 Concluding Comments

Both throughout this chapter and more broadly the study, I hope to have explored teacher resilience (TR) as a concept and reviewed the current literature. By completing IPA I have explored individual experience, whilst drawing upon connections amongst cases. Interpreting meaning from individual and group experience allowed me to then identify themes related to the research. Three broad areas of knowledge were identified as being crucial to TR: Belonging, Help-Seeking and Learning. In Chapter 5, I hope to have discussed the meaning of these findings in relation to the data and wider theoretical knowledge and research.

As educators, we are responsible for developing resilience and wellbeing in children, yet, resilience research in adults is still a relatively limited field of research (Gu, 2014). With high quality teachers being the single most crucial factor in pupil progress (Hattie, 2003) and with the teacher retention context currently faced as a society, teacher resilience is a concept that really should be at the forefront of thinking and planning for schools and Educational Psychologists.

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9 Appendices

Appendix 1: Key Terminology

The key terminology used throughout this study can be seen below. This should be used alongside the Glossary of Terms.

Terminology	Definition
Teacher resilience (TR)	Can be defined as the 'everyday resilience' (Day et al, 2009) needed to thrive rather than survive in the teaching profession (Beltman et al, 2011 p.186).
Teacher attrition	The percentage of teachers leaving the profession in a given school year (UNESCO, 2019).
Teacher retention	Teachers who remain in the same teaching post at the same school as the previous year (Billingsley, 2004).
Teacher turnover	The number of full-time teachers departing schools, either through resignation from permanent contracts or ending fixed-term contracts (Smithers & Robinson, 2005).
Teacher burnout	Teacher burnout can be defined as teachers who experience reduced morale, low self-esteem, and symptoms of physical exhaustion (Roloff & Brown, 2011).
Teacher stress	An experience of negative emotions (e.g. anxiety, anger and depression) that teachers may experience due to some aspects of their job (Kyriacou, 2001).

Appendix 2: Systematic Literature Search Terms and Criteria

The table below shows the search term, number of articles found and then the number of relevant articles discovered following refinement criteria (exclusion and inclusion criteria).

As listed in the table, inclusion criteria included:

- Years: 1990-2019
- Countries/ Regions: United Kingdom, England, Great Britain
- Type of publication: Peer-reviewed article

Exclusion criteria included:

- Years: Prior to 1990
- Countries/ Regions: Outside the UK

I also used the snowballing technique to find articles that may not have been identified in my search. Therefore, occasionally research prior to 1990 may arise in my study. However, this relates more to theoretical concepts of underpinnings related to psychological constructs, where the related literature may be historical. Studies critically reviewed in the study will not be from 1990.

Database	Search Term	Number Found	Refinement Criteria	Number of relevant (manually scanned through and selected based on knowledge of research questions/ aims) e.g. any irrelevant articles disregarded- for example articles about specific contexts like science teaching etc.
Web of Science	"teacher retention"	221	Years: *1990-2019*= 221 *Countries/ regions = England = 19*	4 disregarded due to irrelevant context/ participants = 15 found

	“teacher retention” AND “primary school”	1		= 1 additional found
	“teacher retention” AND perceptions”	36	Countries/ regions = England = 5	4 duplicates 1 disregarded due to irrelevant context (Tanzania) = 0 additional found
	“teacher retention AND opinions”	2	Countries/ regions = England	1 excluded due to context (Latvia) 1 duplicate = 0 additional found
	“teacher retention AND insights”	0	Countries/ regions = England	= 0 additional found
	“teacher retention” AND models”	46	Countries/ regions = England = 1	= 1 additional found
	“teacher retention AND frameworks”	13	Countries/ regions = England = 3	3 duplicates = 0 additional found
	“teacher retention AND strategies”	21	Countries/ regions = England = 1	1 duplicate = 0 additional found
	“teacher retention AND guid*”	13	Countries/ regions = England = 0	= 0 additional found
	“teacher retention AND	57	Countries/ regions =	7 duplicates

	polic*”		England = 8	1 disregarded due to irrelevant context (Malawi) = 0 additional found
	“teacher retention” AND outside professional*”	0		= 0 additional found
	“teacher retention” AND outside support*”	0		= 0 additional found
	“teacher retention” AND external agenc*”	0		= 0 additional found
	“teacher retention” AND external support”	2	Countries/ regions = England = 0	= 0 additional found
	“teacher retention” AND educational psychology*”	0		= 0 additional found
	Teacher retention” AND “school psychology*”	1	Countries/ regions = England = 0	= 0 additional found
	Teacher retention” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	17			

Web of Science	“teacher attrition”	185	Years: *1990-2019= 183* Language: *English = 178* *Countries/ regions* =	2 disregarded due to relevance. = 2 additional found

			England = 4	
	“teacher attrition” AND “primary school”	2	Countries/ regions = 1 England	1 duplicate = 0 additional found
	“teacher attrition” AND perceptions”	21	Countries/ regions = England	(all excluded) = 0 additional found
	“teacher attrition AND opinions”	1	Countries/ regions: England = 1	1 disregarded due to relevance = 0 additional found
	“teacher attrition AND insights”	7	Countries/ regions: England = 7	7 disregarded due to relevance/ country of origin = 0 additional found
	“teacher attrition” AND models”	14	Countries/ regions: England = 14	9 duplicates 3 disregarded due to irrelevant context/ participants = 2 additional found
	“teacher attrition AND frameworks”	7	Countries/ regions : England = 7	7 disregarded = 0 additional found
	“teacher attrition AND strategies”	10	Countries/ regions: England = 7	7 disregarded = 0 additional found
	“teacher attrition AND	10	Countries/ regions:	10 disregarded due to relevance/ context/

	guid*”		England = 10	country of origin = 0 additional found
	“teacher attrition AND polic*”	37	Countries/ regions: England = 37	37 disregarded
	“teacher attrition” AND outside professional*”	0		
	“teacher attrition” AND outside support*”	0		
	“teacher attrition” AND external agenc*”	0		
	“teacher attrition” AND external support”	1	Countries/ regions: England = 1	1 disregarded = 0 additional found
	“teacher attrition” AND educational psychology*”	0		
	Teacher attrition” AND “school psychology*”	0		
	Teacher attrition” AND “child psychology*”	0		
Total number saved to endnote	4			

Web of Science	“teacher turnover”	161	Years: *1990-2019* Language: *English* *Countries/ regions = England =7*	7 5 disregarded after reading the abstract due to relevance/ context/ country of origin.

				= 2 additional found
	“teacher turnover” AND “primary school”	2	Countries/ regions: England = 2	1 disregarded due to relevance/ context/ country of origin 1 duplicate = 0 additional found
	“teacher turnover” AND perceptions”	19	Countries/ regions: England = 19	= 19 excluded due to countries/ regions/ relevance. = 0 additional found
	“teacher turnover AND opinions”	0		= 0 additional found
	“teacher turnover AND insights”	1	Countries/ regions: England = 1	1 excluded due to countries/ regions = 0 additional found
	“teacher turnover” AND models”	16	Countries/ regions : England = 2	1 duplicate 1 disregarded after reading abstract due to country/ relevance. = 0 additional found
	“teacher turnover AND frameworks”	1	Countries/ regions: England = 1	1 disregarded due to country/ region = 0 additional found
	“teacher turnover AND strategies”	9	Countries/ regions: England = 9	9 disregarded due to countries/ regions = 0 additional found

	"teacher turnover AND guid*"	5	Countries/ regions: England = 5	5 disregarded due to country/region = 0 additional found
	"teacher turnover AND polic*"	45	Countries/ regions: England = 2	1 duplicate 1 disregarded after reading abstract = 0 additional found
	"teacher turnover" AND outside professional*"	0		
	"teacher turnover" AND outside support*"	0		
	"teacher turnover" AND external agenc*"	0		
	"teacher turnover" AND external support"	0		
	"teacher turnover" AND educational psychology*"	0		
	Teacher turnover" AND "school psychology*"	0		
	Teacher turnover" AND "child psychology*"	0		
Total number saved to endnote	2			

Web of Science	"teachers leaving"	28	Years: *1990-2019= 183* Language: *English = 178*	= 3 found 2 disregarded due country/context/locatio

			Countries/ regions = England =3	n = 1 additional found
	“teachers leaving” AND “primary school”	0		= 0 additional found
	“teachers leaving” AND perceptions”	3	Countries/ regions = England	= 2 duplicates = 1 disregarded due to country/ regions = 0 additional found
	“teachers leaving” AND opinions”	0		= 0 additional found
	“teacher turnover AND insights”	2	Countries/ regions = England	2 excluded due to countries/ regions = 0 additional found
	“teachers leaving” AND models”	1	Countries/ regions = England	= 1 disregarded due to country/ region = 0 additional found
	“teachers leaving AND frameworks”	0		= 0 additional found
	“teachers leaving” AND strategies”	2	Countries/ regions = England	2 disregarded due to countries/ regions = 0 additional found
	“teachers leaving” AND guid*”	0		= 0 additional found

	“teachers leaving” AND polic*”	7	Countries/ regions = England	= 2 found = 1 duplicate = 1 disregarded after reading abstract = 0 additional found
	“teachers leaving”” AND outside professional*”	0		
	“teacher turnover” AND outside support*”	0		
	“teacher turnover” AND external agenc*”	0		
	“teacher turnover” AND external support”	0		
	“teacher turnover” AND educational psychology*”	0		
	Teacher turnover” AND “school psychology*”	0		
	Teacher turnover” AND “child psychology*”	0		
Total number saved to endnote	1			

Web of Science	“teacher retention”	219	Years: *1990-2019= 219* Language: *English = 178* *Countries/ regions* =	= 4 disregarded due to country/ region/ relevance = 2 duplicates from previous search

			England =19	= 13 additional found
	“teacher retention” AND “primary school”	2	*Countries/ regions = England =0*	2 disregarded due to countries/ regions = 0 additional found
	“teacher retention” AND perceptions”	38	Countries/ regions = England = 5	= 4 duplicates = 1 disregarded due to country/ regions/ context = 0 additional found
	“teacher retention” AND opinions”	1	Countries/ regions = England = 0	= 1 disregarded due to country/ regions (Latvia) = 0 additional found
	“teacher retention” AND insights”	9	Countries/ regions = England = 0	9 excluded due to countries/ regions = 0 additional found
	“teacher retention” AND models”	12	Countries/ regions = England = 0	= 12 disregarded due to country/ region = 0 additional found
	“teacher retention” AND frameworks”	0		= 0 additional found
	“teacher retention” AND strategies”	18	Countries/ regions = England = 1	1 duplicate = = 0 additional found
	“teacher retention” AND	13	Countries/ regions =	

	guid*”		England = 1	= 0 additional found
	“teacher retention” AND polic*”	7	Countries/ regions = England	= 13 disregarded due to country/ region = 0 additional found
	“teacher retention” AND outside professional*”	0		
	“teacher retention” AND outside support*”	0		
	“teacher retention” AND external agenc*”	0		
	“teacher retention” AND external support”	2		1 disregarded due to country/ region = 1 additional found
	“teacher retention” AND educational psychology*”	0		
	Teacher retention” AND “school psychology*”	0		
	Teacher retention” AND “child psychology*”	0		
Total number saved to endnote	14			

Web of Science	“teacher resilience”	55	Years: *1990-2019= 55* Language: *English = 49* *Countries/ regions =*	= 1 duplicate = 3 disregarded due to country/ region/context = 8 additional found

			England =12	
	“teacher resilience” AND “primary school”	0	*Countries/ regions* = *England =0*	= 0 additional found
	“teacher resilience” AND perceptions”	5	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND opinions”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND insights”	6	Countries/ regions = England = 1	= 1 duplicate = 0 additional found
	“teacher resilience” AND models”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND frameworks”	1	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND strategies”	7	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND guid*”	1	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND polic*”	8	Countries/ regions = England = 4	= 4 duplicates = 0 additional found
	“teacher resilience” AND outside professional*”	0		= 0 additional found
	“teacher resilience” AND outside support*”	0		= 0 additional found

	“teacher resilience” AND external agenc*”	0		= 0 additional found
	“teacher resilience” AND external support”	0		= 0 additional found
	“teacher resilience” AND educational psychology*”	0		= 0 additional found
	Teacher resilience” AND “school psychology*”	0		= 0 additional found
	Teacher resilience” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	8			

Web of Science	“teacher wellbeing”	39	Years: *1990-2019= 39* Country/ Regions UK= *10*	2 duplicates = 8 additional found
	“teacher wellbeing” AND “primary school”	0	*Countries/ regions* = *England =0*	= 0 additional found
	“teacher wellbeing” AND perceptions”	9	Countries/ regions = England = 0	4 duplicates = 5 additional found
	“teacher wellbeing” AND opinions”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND insights”	1	Countries/ regions = England = 1	= 1 duplicate = 0 additional found
	“teacher wellbeing” AND	5	Countries/ regions =	5 duplicates

	models”		England = 0	= 0 additional found
	“teacher wellbeing” AND frameworks”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND strategies”	3	Countries/ regions = England = 0	3 duplicates = 0 additional found
	“teacher wellbeing” AND guid*”	1	Countries/ regions = England = 0	1 duplicate = 0 additional found
	“teacher wellbeing” AND polic*”	1	Countries/ regions = England = 4	= 1 duplicate = 0 additional found
	“teacher wellbeing” AND outside professional*”	0		= 0 additional found
	“teacher wellbeing” AND outside support*”	0		= 0 additional found
	“teacher wellbeing” AND external agenc*”	0		= 0 additional found
	“teacher wellbeing” AND external support”	0		= 0 additional found
	“teacher wellbeing” AND educational psychology*”	0		= 0 additional found
	“teacher wellbeing” AND “school psychology*”	0		= 0 additional found
	“teacher wellbeing” AND “child psychology*”	1		1 duplicate = 0 additional found
Total number				

saved to endnote	13

PsychInfo	“teacher attrition”	384	Years: *1990-2019= 225* Countries/regions= 5	3 disregarded due to country/ context = 1 duplicate = 1 additional found
	“teacher attrition” AND “primary school”	1	Countries/ regions = England	1 duplicate = 0 additional found
	“teacher attrition” AND perceptions”	86	Countries/ regions = England = 1	1 disregarded due to country (US) = 0 additional found
	“teacher attrition AND opinions”	5	Countries/ regions = England	= 5 disregarded due to country/ region (US) = 0 additional found
	“teacher attrition AND insights”	14	Countries/ regions = England= 0	14 disregarded due to country/ region (US) = 0 additional found
	“teacher attrition” AND models”	19	Countries/ regions = England = 0	19 disregarded due to country/ region = 0 additional found
	“teacher attrition AND frameworks”	7	Countries/ regions = England = 0	7 disregarded due to country/ region (US) = 0 additional found

	“teacher attrition AND strategies”	38	Countries/ regions = England = 0	38 disregarded due to country/ region (US) = 0 additional found
	“teacher attrition AND guid*”	44	Countries/ regions = England = 0	44 disregarded due to country/ region (US) = 0 additional found
	“teacher attrition AND polic*”	58	Countries/ regions = England = 0	58 disregarded due to country/ region (US)
	“teacher attrition” AND outside professional*”	0		= 0 additional found
	“teacher attrition” AND outside support*”	0		= 0 additional found
	“teacher attrition” AND external agenc*”	0		= 0 additional found
	“teacher attrition” AND external support”	0		= 0 additional found
	“teacher attrition” AND educational psychology*”	0		= 0 additional found
	Teacher attrition” AND “school psychology*”	0		= 0 additional found
	Teacher attrition” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	1			

PsychInfo	“teacher turnover”	316	Years: *1990-2019= 291*	3 disregarded due to country / regions/

			Searched UK, Great Britain and England in the inclusion criteria = 5	context = 2 duplicates = 1 additional found
	"teacher turnover" AND "primary school"	1	Countries/ regions = England	1 duplicate = 0 additional found
	"teacher turnover" AND perceptions"	86	Countries/ regions = England = 1	1 disregarded due to country (US) = 0 additional found
	"teacher turnover" AND opinions"	5	Countries/ regions = England	= 4 disregarded due to country/ region = 1 additional found.
	"teacher turnover" AND insights"	14	Countries/ regions = England= 0	14 disregarded due to country/ region (US) = 0 additional found
	"teacher turnover" AND models"	19	Countries/ regions = England = 0	19 disregarded due to country/ region = 0 additional found
	"teacher turnover" AND frameworks"	7	Countries/ regions = England = 0	7 disregarded due to country/ region (US) = 0 additional found
	"teacher turnover" AND strategies"	38	Countries/ regions = England = 0	38 disregarded due to country/ region

				= 0 additional found
	“teacher turnover” AND guid*”	44	Countries/ regions = England = 0	44 disregarded due to country/ region (US) = 0 additional found
	“teacher turnover” AND polic*”	58	Countries/ regions = England = 0	58 disregarded due to country/ region (US)
	“teacher turnover” AND outside professional*”	0		= 0 additional found
	“teacher turnover” AND outside support*”	0		= 0 additional found
	“teacher turnover” AND external agenc*”	0		= 0 additional found
	“teacher turnover” AND external support”	0		= 0 additional found
	“teacher turnover” AND educational psychology*”	0		= 0 additional found
	Teacher turnover” AND “school psychology*”	0		= 0 additional found
	Teacher turnover” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	2			

PsychINFO	“teacher retention	659	Years: *1990-2019= 659* Publication type: peer reviewed journal = 141	Disregarded due to country/ region/ context= 136 2 duplicates

				= 3 additional found
	“teacher retention” AND “primary school”	2		Disregarded due to country/ region = 7 13 duplicates = 0 additional found
	“teacher retention” AND perceptions”	174	Publication type: peer reviewed journal = 20	10 disregarded due to country/region 10 duplicates = 0 additional found
	“teacher retention” AND opinions”	6	Publication type: peer reviewed journal = 1	1 disregarded due to country/region = 0 additional found
	“teacher retention” AND insights”	0		= 0 additional found
	“teacher retention” AND models”	39	Publication type: peer reviewed journal = 8	5 duplicates 3 disregarded due to country/region = 0 additional found
	“teacher retention AND frameworks”	8	Publication type: peer reviewed journal = 8	2 duplicates 6 disregarded due to country/region =0 additional found
	“teacher retention” AND strategies”	68	Publication type: peer reviewed journal = 5	1 duplicate 4 disregarded due to country/region =0 additional found
	“teacher retention” AND guid*”	74	Publication type: peer reviewed journal = 8	3 duplicates 5 disregarded due to

				country/ region = 0 additional found
	"teacher retention" AND polic*"	124	Publication type: peer reviewed journal = 35	18 duplicates 17 disregarded due to country/region = 0 additional found
	"teacher retention" AND outside professional*"	0		= 0 additional found
	"teacher retention" AND outside support*"	0		= 0 additional found
	"teacher retention" AND external agenc*"	0		= 0 additional found
	"teacher retention" AND external support"	2	Publication type: peer reviewed journal = 1	1 disregarded after reading title/ abstract = 0 additional found
	"teacher retention" AND educational psychology*"	10	Publication type: peer reviewed journal = 0	= 0 additional found
	Teacher retention" AND "school psychology*"	0		= 0 additional found
	Teacher retention" AND "child psychology*"	0		= 0 additional found

Total number saved to endnote	3

PsychInfo	"teachers leaving"	71	Years: *1990-2019= 71* Type of publication: Peer reviewed journal = 14	12 disregarded due to context/region 1 duplicate

				= 1 additional found
	“teachers leaving” AND “primary school”	0		= 0 additional found
	“teachers leaving” AND perceptions”	21	Years: *1990-2019= 21* Type of publication: Peer reviewed journal = 2	1 disregarded sue to country/context/region 1 duplicate = 0 additional found
	“teachers leaving” AND opinions”	0		= 0 additional found
	“teachers leaving” AND insights”	2	Years: *1990-2019= 2* Type of publication: Peer reviewed journal = 2	2 disregarded sue to context/ region = 0 additional found
	“teachers leaving” AND models”	0		= 0 additional found
	“teachers leaving” AND frameworks”	2	Years: *1990-2019= 2* Type of publication: Peer reviewed journal = 2	2 disregarded sue to context/ country/ region = 0 additional found
	“teachers leaving” AND strategies”	7	Years: *1990-2019= 2* Type of publication: Peer reviewed journal = 1	1 disregarded due to not being relevant to current study = 0 additional found
	“teachers leaving” AND guid*”	5	Years: *1990-2019= 5*	= 0 additional found

			Type of publication: Peer reviewed journal = 0	
	"teachers leaving" AND polic*"	15	Years: *1990-2019= 14* Type of publication: Peer reviewed journal = 5	4 disregarded due to country/ context/ region 1 duplicate = 0 additional found
	"teachers leaving" AND outside professional*"	0		= 0 additional found
	"teacher leaving" AND outside support*"	0		= 0 additional found
	"teachers leaving" AND external agenc*"	0		= 0 additional found
	"teachers leaving" AND external support"	0		= 0 additional found
	"teachers leaving" AND educational psychology*"	0		= 0 additional found
	teachers leaving" AND "school psychology*"	0		= 0 additional found
	Teacher leaving" AND "child psychology*"	0		= 0 additional found
Total number saved to endnote	1			

PsychInfo	"teacher resilience"	45	Years: *1990-2019= 25* Type of publication: Peer reviewed journal= 19	12 disregarded due to context/ country/ region 1 disregarded due to not being relevant to

				study 6 duplicates = 0 additional found
	"teacher resilience" AND "primary school"	2	Years: *1990-2019= 2* Type of publication: Peer reviewed journal= 2	2 disregarded due to context/ country/ region
	"teacher resilience" AND perceptions"	1	Years: *1990-2019= 1* Type of publication: Peer reviewed journal= 1	1 disregarded due to country/origin/context = 0 additional found
	"teacher resilience" AND opinions"	0		= 0 additional found
	"teacher resilience" AND insights"	4	Years: *1990-2019= 4* Type of publication: Peer reviewed journal= 3	3 disregarded due to context. Country/region/ context = 0 additional found
	"teacher resilience" AND models"		Years: *1990-2019= 1* Type of publication: Peer reviewed journal= 1	1 disregarded due to country/region/ context = 0 additional found
	"teacher resilience" AND frameworks"	0		= 0 additional found
	"teacher resilience" AND strategies"	10	Years: *1990-2019= 7* Type of publication: Peer	7 disregarded due to country/region/

			reviewed journal= 7	context = 0 additional found
	"teacher resilience" AND guid*"	8	Years: *1990-2019= 8* Type of publication: Peer reviewed journal= 4	4 disregarded due to country/region/ context = 0 additional found
	"teacher resilience" AND polic*"	8	Years: *1990-2019= 7* Type of publication: Peer reviewed journal= 5	3 disregarded due to country/region/ context 2 disregarded = 0 additional found
	"teacher resilience" AND outside professional*"	0		= 0 additional found
	"teacher resilience" AND outside support*"	0		= 0 additional found
	"teacher resilience" AND external agenc*"	0		= 0 additional support
	"teacher resilience" AND external support"	0		= 0 additional found
	"teacher resilience" AND educational psychology*"	1	Years: *1990-2019= 1* Type of publication: Peer reviewed journal= 0	= 0 additional found
	Teacher resilience" AND "school psychology*"	0		= 0 additional found
	Teacher resilience" AND "child psychology*"	0		= 0 additional found
Total number				

saved to endnote	0

PsychInfo	"teacher wellbeing"	30	Years: *1990-2019= 30* Type of publication: peer reviewed journal =20	7 duplicates 13 disregarded due to context/ country/region = 0 additional found
	"teacher wellbeing" AND "primary school"	2	Years: *1990-2019= 2* Type of publication: peer reviewed journal =2	1 disregarded due to country/region/context = 1 additional found
	"teacher wellbeing" AND perceptions"	6	Years: *1990-2019= 6* Type of publication: peer reviewed journal =4	2 disregarded due to country/region/context 2 duplicates = 0 additional found
	"teacher wellbeing" AND opinions"	0		= 0 additional found
	"teacher wellbeing" AND insights"	0		= 0 additional found
	"teacher wellbeing" AND models"	6	Years: *1990-2019= 6* Type of publication: peer reviewed journal =6	4 duplicates 2 disregarded due to region/country/context = 0 additional found

	“teacher wellbeing” AND frameworks”	0		= 0 additional found
	“teacher wellbeing” AND strategies”	1	Years: *1990-2019= 1* Type of publication: peer reviewed journal =1	1 disregarded due to country/context/region = 0 additional found
	“teacher wellbeing” AND guid*”	1	Years: *1990-2019= 1* Type of publication: peer reviewed journal =1	1 disregarded due to country/context/region = 0 additional found
	“teacher wellbeing” AND polic*”	1	Years: *1990-2019= 1* Type of publication: peer reviewed journal =1	= 1 duplicate = 0 additional found
	“teacher wellbeing” AND outside professional*”	0		= 0 additional found
	“teacher wellbeing” AND outside support*”	0		= 0 additional found
	“teacher wellbeing” AND external agenc*”	0		= 0 additional found
	“teacher wellbeing” AND external support”	0		= 0 additional found
	“teacher wellbeing” AND educational psychology*”	2	Years: *1990-2019= 1* Type of publication: peer reviewed journal =1	1 disregarded due to country/ context/ region 1 duplicate

				= 0 additional found
	Teacher wellbeing” AND “school psychology*”	0		= 0 additional found
	Teacher wellbeing” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	1			

Database	Search Term	Number Found	Refinement Criteria	Number of relevant (manually scanned through and selected based on knowledge of research questions/ aims) e.g. any irrelevant articles disregarded- for example articles about specific contexts like science teaching etc.
Teacher Reference Center	“teacher retention”	417	Years: *1990-2019*= 221 *AND* *Peer reviewed = 167*	Scanned through for country/ origin/ region= 23 4 duplicates 18 disregarded due to country/ origin or relevance = 1 additional found

	“teacher retention” AND “primary school”	1	Country/ Location/ - UK/ Great Britain/ England= 0	= 0 additional found
	“teacher retention” AND perceptions”	18	Countries/ regions = England =	1 duplicate 17 disregarded due to country/origin/location = 0 additional found
	“teacher retention AND opinions”	1	Countries/ regions = England	1 disregarded dur to country/origin/ location = 0 additional found
	“teacher retention AND insights”	3	Countries/ regions = England	3 disregarded dur to country/origin/ location = 0 additional found
	“teacher retention” AND models”	11	Countries/ regions = England = 1	1 duplicate 10 disregarded due to country/origin/ location = 0 additional found
	“teacher retention AND frameworks”	2	Countries/ regions = England = 0	2 disregarded due to country/origin/ location = 0 additional found

	“teacher retention AND strategies”	15	Countries/ regions = England = 0	15 disregarded due to country/origin/ location = 0 additional found
	“teacher retention AND guid*”	12	Countries/ regions = England = 2	2 duplicates 10 disregarded due to country/origin/ location = 0 additional found
	“teacher retention AND polic*”	55	Countries/ regions = England = 6	5 duplicates 49 disregarded due to country/ origin/ location = 1 additional found
	“teacher retention” AND outside professional*”	0		= 0 additional found
	“teacher retention” AND outside support*”	0		= 0 additional found
	“teacher retention” AND external agenc*”	0		= 0 additional found
	“teacher retention” AND external support”	0		= 0 additional found
	“teacher retention” AND educational psychology*”	2		2 disregarded due to not being relevant to research

				= 0 additional found
	Teacher retention" AND "school psychology*"	1	Countries/ regions = England = 0	1 disregarded due to country/ origin/ location = 0 additional found
	Teacher retention" AND "child psychology*"	0		= 0 additional found
Total number saved to endnote	2			

Teacher Reference Center		149	Years: *1990-2019= 149* Language: *English = 136* *Countries/ regions = England* = 82	80 disregarded due to location/ origin/ country = 2 additional found
	"teacher attrition" AND "primary school"	0		= 0 additional found
	"teacher attrition" AND perceptions"	8	Countries/ regions England = 8	8 disregarded due to country/location/origin = 0 additional found
	"teacher attrition AND opinions"	2	Countries/ regions = England = 2	2 disregarded due to country/ origin/location

				= 0 additional found
	“teacher attrition AND insights”	4	Countries/ regions = England = 4	4 disregarded due to country/ origin/ location = 0 additional found
	“teacher attrition” AND models”	4	Countries/ regions = England = 4	4 disregarded due to country/ origin/ location = 0 additional found
	“teacher attrition AND frameworks”	1	Countries/ regions = England = 0	1 disregarded due to country/ origin/ location = 0 additional found
	“teacher attrition AND strategies”	9	Countries/ regions = England = 0	9 disregarded due to country/ origin/ location = 0 additional found
	“teacher attrition AND guid*”	8	Countries/ regions = England= 0	8 disregarded due to country/ origin/ location = 0 additional found
	“teacher attrition AND polic*”	0		= 0 additional found
	“teacher attrition” AND outside professional*”	0		= 0 additional found
	“teacher attrition” AND outside support*”	0		= 0 additional found
	“teacher attrition” AND external agenc*”	0		= 0 additional found

	“teacher attrition” AND external support”	0		= 0 additional found
	“teacher attrition” AND educational psychology**”	3		1 duplicate 2 disregarded due to country/ origin/ location = 0 additional found
	Teacher attrition” AND “school psychology**”	1	Countries/ regions = England= 0	2 disregarded due to country/ origin/ location = 0 additional found
	Teacher attrition” AND “child psychology**”	0		= 0 additional found
Total number saved to endnote	2			

Teacher Reference Center	“teacher turnover”	188	Years: *1990-2019= 183* Peer reviewed AND Language: *English = 77*	14 found manually scanning for country of origin (see appendix 2a for second stage of systematic search) 12 disregarded due to country/ location 1 duplicate = 1 additional found.
	“teacher turnover” AND “primary school”	0	Countries/ regions = England	0 additional found
	“teacher turnover” AND	9	Countries/ regions =	9 disregarded due to

	perceptions”		England = 0	country/location = 0 additional found
	“teacher turnover AND opinions”	0		= 0 additional found
	“teacher turnover AND insights”	0	Countries/ regions = England	= 0 additional found
	“teacher turnover” AND models”	9	Countries/ regions = England	9 disregarded due to country/location = 0 additional found
	“teacher turnover AND frameworks”	0	Countries/ regions = England	= 0 additional found
	“teacher turnover AND strategies”	7	Countries/ regions = England = 0	7 disregarded due to country/location = 0 additional found
	“teacher turnover AND guid*”	3	Countries/ regions = England = 0	3 disregarded due to country/location = 0 additional found
	“teacher turnover AND polic*”	25	Countries/ regions = England = 0	25 disregarded due to country/location = 0 additional found
	“teacher turnover” AND outside professional*”	0		= 0 additional found
	“teacher turnover” AND	0		= 0 additional found

	outside support*”			
	“teacher turnover” AND external agenc*”	0		= 0 additional found
	“teacher turnover” AND external support”	0		= 0 additional found
	“teacher turnover” AND educational psychology**”	4		1 duplicate 3 disregarded due to country/location/origin
	Teacher turnover” AND “school psychology**”	0		= 0 additional found
	Teacher turnover” AND “child psychology**”	0		= 0 additional found
Total number saved to endnote	1			

Teacher Reference Center	“teachers leaving”	43	Years: *1990-2019= 43* English and peer reviewed = *9*	9 disregarded due to country/ location/ origin = 0 additional found
	“teachers leaving” AND “primary school”	0		= 0 additional found
	“teachers leaving” AND perceptions”	0	Countries/ regions = England	= 0 additional found
	“teachers leaving” AND opinions”	0		= 0 additional found
	“teacher turnover AND insights”	1	Countries/ regions = England	1 duplicate = 0 additional found

	“teachers leaving” AND models”	o	Countries/ regions = England	= 0 additional found
	“teachers leaving AND frameworks”	0		= 0 additional found
	“teachers leaving” AND strategies”	0	Countries/ regions = England	= 0 additional found
	“teachers leaving” AND guid*”	0		= 0 additional found
	“teachers leaving” AND polic*”	2	Countries/ regions = England = 2	1 duplicate 1 disregarded due to country/origin/location = 0 additional found
	“teachers leaving”” AND outside professional*”	0		= 0 additional found
	“teacher turnover” AND outside support*”	0		= 0 additional found
	“teacher turnover” AND external agenc*”	0		= 0 additional found
	“teacher turnover” AND external support”	0		= 0 additional found
	“teacher turnover” AND educational psycholog**”	0		= 0 additional found
	Teacher turnover” AND “school psychology*”	0		= 0 additional found
	Teacher turnover” AND “child psychology*”	0		= 0 additional found
Total number saved to	0			

endnote	

Teacher Reference Center	“teacher resilience”	4	*Years 1990-2019 = 4* *Countries/ regions = England =4*	2 disregarded due to country/origin/location 1 duplicate = 1 additional found
	“teacher resilience” AND “primary school”	0	*Countries/ regions = England =0*	= 0 additional found
	“teacher resilience” AND perceptions”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND opinions”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND insights”	0	Countries/ regions = England = 1	= 0 additional found
	“teacher resilience” AND models”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND frameworks”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND strategies”		Countries/ regions = England = 0	
	“teacher resilience” AND guid*”	1	Countries/ regions = England = 0	1 disregarded due to country/location/origin = 0 additional found
	“teacher resilience” AND polic*”	2	Countries/ regions = England = 2	= 2 additional found
	“teacher resilience” AND	0		= 0 additional found

	outside professional*”			
	“teacher resilience” AND outside support*”	0		= 0 additional found
	“teacher resilience” AND external agenc*”	0		= 0 additional found
	“teacher resilience” AND external support”	0		= 0 additional found
	“teacher resilience” AND educational psychology**”	1	Countries/ regions = England = 0	1 disregarded due to country/location/origin = 0 additional found
	Teacher resilience” AND “school psychology**”	0		= 0 additional found
	Teacher resilience” AND “child psychology**”	0		= 0 additional found
Total number saved to endnote	3			

Teacher Reference Center	“teacher wellbeing”	8	Years: *1990-2019= 8* Peer reviewed AND Language: *English = 5*	3 disregarded due to country/region/location 1 duplicate = 1 additional found
	“teacher wellbeing” AND “primary school”	1	*Countries/ regions = England =0*	1 disregarded due to country/region/location =0 additional found
	“teacher wellbeing” AND perceptions”	1	Countries/ regions = England = 0	1 duplicate = 0 additional found
	“teacher wellbeing” AND	0	Countries/ regions =	= 0 additional found

	opinions”		England = 0	
	“teacher wellbeing” AND insights”	0	Countries/ regions = England = 1	= 0 additional found
	“teacher wellbeing” AND models”	1	Countries/ regions = England = 0	1 duplicate = 0 additional found
	“teacher wellbeing” AND frameworks”	0	Countries/ regions = England = 0	1 duplicate = 0 additional found
	“teacher wellbeing” AND strategies”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND guid*”	1	Countries/ regions = England = 0	1 duplicate = 0 additional found
	“teacher wellbeing” AND polic*”	0	Countries/ regions = England = 4	=0 additional found
	“teacher wellbeing” AND outside professional*”	0		=0 additional found
	“teacher wellbeing” AND outside support*”	0		=0 additional found
	“teacher wellbeing” AND external agenc*”	0		=0 additional found
	“teacher wellbeing” AND external support”	0		=0 additional found
	“teacher wellbeing” AND educational psychology*”	1		1 duplicate = 0 additional found

	Teacher wellbeing” AND “school psychology*”	0		=0 additional found
	Teacher wellbeing” AND “child psychology*”	0		=0 additional found
Total number saved to endnote	1			

Database	Search Term	Number Found	Refinement Criteria	Number of relevant (manually scanned through and selected based on knowledge of research questions/ aims) e.g. any irrelevant articles disregarded- for example articles about specific contexts like science teaching etc.
British Education Index	“teacher retention”	145	Years: *1990-2019*= 144 *Academic journals = 88*	9 duplicates 78 disregarded due to country/ region/ context/ relevance 1 additional found
	“teacher retention” AND	8	Years: *1990-2019*= 8	1 duplicate

	"primary school"		*Academic (peer reviewed) journals = 6*	5 disregarded due to country/ context/ region / relevance = 0 additional found
	"teacher retention" AND perceptions"	13	Years: *1990-2019*= 13 *Academic (peer reviewed) journals = 13*	11 disregarded due to country/ context/ region / relevance 2 duplicates = 0 additional found
	"teacher retention AND opinions"	0		= 0 additional found
	"teacher retention AND insights"	2	Years: *1990-2019*= 2 *Academic (peer reviewed) journals = 2*	2 disregarded due to country/ context/ region / relevance = 0 additional found
	"teacher retention" AND models"	3	Years: *1990-2019*= 3 *Academic (peer reviewed) journals = 3*	3 disregarded due to country/ context/ region / relevance = 0 additional found

	"teacher retention AND frameworks"	1	Years: *1990-2019*= 1 *Academic (peer reviewed) journals = 1*	1 disregarded due to relevance = 0 additional found
	"teacher retention AND strategies"	6	Years: *1990-2019*= 1 *Academic (peer reviewed) journals = 1*	5 disregarded due to relevance 1 duplicate = 0 additional found
	"teacher retention AND guid*"	4	Years: *1990-2019*= 4 *Academic (peer reviewed) journals = 4*	4 disregarded due to relevance = 0 additional found
	"teacher retention AND polic*"	39	Years: *1990-2019*= 39 *Academic (peer reviewed) journals = 29*	23 disregarded due to relevance 6 duplicates = 0 additional found
	"teacher retention" AND outside professional*"	0		= 0 additional found

	“teacher retention” AND outside support*”	0		= 0 additional found
	“teacher retention” AND external agenc*”	0		= 0 additional found
	“teacher retention” AND external support”	0		= 0 additional found
	“teacher retention” AND educational psychology*”	3	Years: *1990-2019*= 3 *Academic (peer reviewed) journals = 3*	2 duplicates 1 disregarded due to context/ region/ country/ relevance = 0 additional found
	Teacher retention” AND “school psychology*”		Countries/ regions = England = 0	1 disregarded due to context/ region/ country/ relevance = 0 additional found
	Teacher retention” AND “child psychology*”			1 duplicate = 0 additional found
Total number saved to endnote	1			

British Education Index	“teacher attrition”	90	Years: *1990-2019*= 90 *Academic (peer*	71 disregarded due to context/ region/ country/ relevance 19 duplicate

			reviewed) journals = 90	= 0 additional found
	"teacher attrition" AND "primary school"	3	Years: *1990-2019*= 3 *Academic (peer reviewed) journals = 3*	2 disregarded due to context/ region/ country/ relevance 1 duplicate = 0 additional found
	"teacher attrition" AND perceptions"	6	Years: *1990-2019*= 6 *Academic (peer reviewed) journals = 6*	6 disregarded due to context/ region/ country/ relevance = 0 additional found
	"teacher attrition AND opinions"	1	Years: *1990-2019*= 1 *Academic (peer reviewed) journals = 1*	1 duplicate = 0 additional found

	"teacher attrition AND insights"	1	Years: *1990-2019*= 1 *Academic (peer reviewed) journals = 1*	1 disregarded due to context/ region/ country/ relevance = 0 additional found
	"teacher attrition" AND models"	1	Years: *1990-2019*= 1 *Academic (peer reviewed) journals = 1*	1 disregarded due to context/ region/ country/ relevance = 0 additional found
	"teacher attrition AND frameworks"	0		0 additional found
	"teacher attrition AND strategies"	8	Years: *1990-2019*= 8 *Academic (peer reviewed) journals = 8*	8 disregarded due to context/ region/ country/ relevance = 0 additional found
	"teacher attrition AND guid*"	2	Years: *1990-2019*= 2 *Academic (peer reviewed) journals = 2*	2 disregarded due to context/ region/ country/ relevance = 0 additional found
	"teacher attrition AND polic*"	16	Years: *1990-2019*= 16 *Academic (peer reviewed) journals = 16*	15 disregarded due to context/ region/ country/ relevance 1 duplicate

				= 0 additional found
	“teacher attrition” AND outside professional*”	0		= 0 additional found
	“teacher attrition” AND outside support*”	0		= 0 additional found
	“teacher attrition” AND external agenc*”	0		= 0 additional found
	“teacher attrition” AND external support”	0		= 0 additional found
	“teacher attrition” AND educational psychology*”	1		1 disregarded due to context/ region/ country/ relevance = 0 additional found
	Teacher attrition” AND “school psychology*”	0		= 0 additional found
	Teacher attrition” AND “child psychology*”	1		1 duplicate = 0 additional found
Total number saved to endnote	0			

British Education Index	"teacher turnover"	43	Years: *1990-2019= 42* Academic (peer reviewed articles) = 42	41 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	"teacher turnover" AND "primary school"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teacher turnover" AND perceptions"	3	Years: *1990-2019= 3* Academic (peer reviewed articles) = 3	3 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teacher turnover AND opinions"	0		= 0 additional found
	"teacher turnover AND insights"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teacher turnover" AND models"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance

				= 0 additional found
	“teacher turnover AND frameworks”	1	Years: *1990-2019= 1* Academic (peer reviewed articles) = 1	1 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher turnover AND strategies”	3	Years: *1990-2019= 3* Academic (peer reviewed articles) = 3	3 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher turnover AND guid*”	4	Years: *1990-2019= 4* Academic (peer reviewed articles) = 4	4 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher turnover AND polic*”	8	Years: *1990-2019= 4* Academic (peer reviewed articles) = 4	8 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher turnover” AND outside professional*”	0		= 0 additional found
	“teacher turnover” AND outside support*”	0		= 0 additional found
	“teacher turnover” AND external agenc*”	0		= 0 additional found

	“teacher turnover” AND external support”	0		= 0 additional found
	“teacher turnover” AND educational psychology*”	2		2 disregarded due to context/ country/ region/ relevance = 0 additional found
	Teacher turnover” AND “school psychology*”	0		= 0 additional found
	Teacher turnover” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	0			

British Education Index	“teachers leaving”	13	Years: *1990-2019= 13* Academic (peer reviewed articles) = 7	6 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	“teachers leaving” AND “primary school”	1		1 disregarded due to context/ country/ region/ relevance

				= 0 additional found
	"teachers leaving" AND perceptions"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teachers leaving" AND opinions"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teacher turnover AND insights"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teachers leaving" AND models"	5	Years: *1990-2019= 5* Academic (peer reviewed articles) = 5	5 disregarded due to context/ country/ region/ relevance = 0 additional found
	"teachers leaving AND frameworks"	0		= 0 additional found
	"teachers leaving" AND strategies"	9	Years: *1990-2019= 9*	9 disregarded due to context/ country/ region/ relevance

			Academic (peer reviewed articles) = 9	= 0 additional found
	“teachers leaving” AND guid*”	1	Years: *1990-2019= 1* Academic (peer reviewed articles) = 1	1 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teachers leaving” AND polic*”	4	Years: *1990-2019= 4* Academic (peer reviewed articles) = 4	3 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	“teachers leaving”” AND outside professional*”	0		= 0 additional found
	“teacher turnover” AND outside support*”	0		= 0 additional found
	“teacher turnover” AND external agenc*”	0		= 0 additional found
	“teacher turnover” AND external support”	0		= 0 additional found
	“teacher turnover” AND educational psychology*”	1		1 duplicate = 0 additional found
	Teacher turnover” AND “school psychology*”	0		

	Teacher turnover” AND “child psychology*”	1		1 duplicate = 0 additional found
Total number saved to endnote	0			

British Education Index	“teacher resilience”	36	Years: *1990-2019= 36* Academic (peer reviewed articles) = 36	27 disregarded due to context/ country/ region/ relevance 9 duplicate = 0 additional found
	“teacher resilience” AND “primary school”	1	Years: *1990-2019= 1* Academic (peer reviewed articles) = 1	1 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher resilience” AND perceptions”	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found

	“teacher resilience” AND opinions”	0		= 0 additional found
	“teacher resilience” AND insights”	4	Years: *1990-2019= 4* Academic (peer reviewed articles) = 4	3 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	“teacher resilience” AND models”	6	Years: *1990-2019= 6* Academic (peer reviewed articles) = 6	6 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher resilience” AND frameworks”	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher resilience” AND strategies”	6	Years: *1990-2019= 6* Academic (peer reviewed articles) = 6	6 disregarded due to context/ country/ region/ relevance = 0 additional found

	“teacher resilience” AND guid*”	15	Years: *1990-2019= 15* Academic (peer reviewed articles) = 15	15 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher resilience” AND polic*”	6	Years: *1990-2019= 6* Academic (peer reviewed articles) = 6	5 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	“teacher resilience” AND outside professional*”	0		= 0 additional found
	“teacher resilience” AND outside support*”	0		= 0 additional found
	“teacher resilience” AND external agenc*”	0		= 0 additional found
	“teacher resilience” AND external support”	0		= 0 additional found
	“teacher resilience” AND educational psychology*”	3	Years: *1990-2019= 3* Academic (peer reviewed articles) = 3	2 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	Teacher resilience” AND	1	Years: *1990-2019= 1*	1 disregarded due to context/ country/

	"school psychology*"		Academic (peer reviewed articles) = 1	region/ relevance = 0 additional found
	Teacher resilience" AND "child psychology*"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	1 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
Total number saved to endnote	0			

British Education Index	"teacher wellbeing"	16	Years: *1990-2019= 16* Academic (peer reviewed articles) = 16	10 disregarded due to context/ country/ region/ relevance 5 duplicates 1 additional found
	"teacher wellbeing" AND "primary school"	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	1 disregarded due to context/ country/ region/ relevance

				1 duplicates = 0 additional found
	“teacher wellbeing” AND perceptions”	4	Years: *1990-2019= 4* Academic (peer reviewed articles) = 4	2 disregarded due to context/ country/ region/ relevance 2 duplicates = 0 additional found
	“teacher wellbeing” AND opinions”	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher wellbeing” AND insights”	5	Years: *1990-2019= 5* Academic (peer reviewed articles) = 5	5 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher wellbeing” AND models”	10	Years: *1990-2019= 10* Academic (peer reviewed articles) = 10	10 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher wellbeing” AND frameworks”	0		= 0 additional found
	“teacher wellbeing” AND strategies”	17	Years: *1990-2019= 17* Academic (peer	17 disregarded due to context/ country/ region/ relevance

			reviewed articles) = 17	= 0 additional found
	“teacher wellbeing” AND guid*”	7	Years: *1990-2019= 7* Academic (peer reviewed articles) = 7	7 disregarded due to context/ country/ region/ relevance = 0 additional found
	“teacher wellbeing” AND polic*”	2	Years: *1990-2019= 2* Academic (peer reviewed articles) = 2	2 duplicates = 0 additional found
	“teacher wellbeing” AND outside professional*”	0		= 0 additional found
	“teacher wellbeing” AND outside support*”	0		= 0 additional found
	“teacher wellbeing” AND external agenc*”	0		= 0 additional found
	“teacher wellbeing” AND external support”	0		= 0 additional found
	“teacher wellbeing” AND educational psychology*”	2		1 disregarded due to context/ country/ region/ relevance 1 duplicate = 0 additional found
	Teacher wellbeing” AND “school psychology*”	2		2 disregarded due to context/ country/

				region/ relevance = 0 additional found
	Teacher wellbeing" AND "child psychology*"	2		2 duplicates = 0 additional found
Total number saved to endnote	1			

Database	Search Term	Number Found	Refinement Criteria	Number of relevant (manually scanned through and selected based on knowledge of research questions/ aims) e.g. any irrelevant articles disregarded- for example articles about specific contexts like science teaching etc.
Education Abstracts	"teacher retention"	943	Years: *1990-2019*= 926 *Language = 919* Peer reviewed = 535	523 disregarded due to country of origin or relevance = 12 additional found
	"teacher retention" AND "primary school"	9		9 duplicates = 0 additional found
	"teacher retention" AND	51	Countries/ regions =	12 duplicates

	perceptions”		England = 5	38 disregarded due to country/region/ relevance = 1 additional found
	“teacher retention AND opinions”	0		= 0 additional found
	“teacher retention AND insights”	14		11 duplicates 1 disregarded due to relevance = 2 additional found
	“teacher retention” AND models”	24	Countries/ regions = England = 11	11 duplicates = 0 additional found
	“teacher retention AND frameworks”	4	Countries/ regions = England = 3	2 duplicates = 0 additional found
	“teacher retention AND strategies”	61	Countries/ regions = England = 9	8 duplicates 1 disregarded due to relevance = 0 additional found
	“teacher retention AND guid*”	37	Countries/ regions = England = 8	8 duplicates = 0 additional found
	“teacher retention AND polic*”	126	Countries/ regions = England =95	31 19 disregarded due to relevance 12 duplicates = 0 additional found
	“teacher retention” AND outside professional*”	0		
	“teacher retention” AND outside support*”	0		

	“teacher retention” AND external agenc*”	0		
	“teacher retention” AND external support”	0		
	“teacher retention” AND educational psychology*”	4		2 duplicates = 1 additional found
	Teacher retention” AND “school psychology*”	1	Countries/ regions = England = 0	= 0 additional found
	Teacher retention” AND “child psychology*”	10	Countries/ regions = England = 0	= 0 additional found
Total number saved to endnote	16			

Education Abstracts	“teacher attrition”	299	Years: *1990-2019= 296* Language: *English = 293* *Peer reviewed articles = 217*	207 disregarded due to country/region/context / relevance 5 duplicates = 5 additional found
	“teacher attrition” AND “primary school”	4	Countries/ regions: England = 2	2 duplicates = 0 additional found
	“teacher attrition” AND perceptions”	15	Countries/ regions: England = 3	2 duplicates = 1 additional found
	“teacher attrition AND opinions”	5	Countries/ regions : England	6 duplicates = 0 additional found
	“teacher attrition AND insights”	4	Countries/ regions : England = 0	= 0 additional found
	“teacher attrition” AND models”	9	Countries/ regions : England = 0	= 0 additional found

	"teacher attrition AND frameworks"	1	Countries/ regions: England = 0	= 0 additional found
	"teacher attrition AND strategies"	17	Countries/ regions: England = 3	2 duplicates = 0 additional found
	"teacher attrition AND guid*"	13	Countries/ regions: England = 2	2 duplicates = 0 additional found
	"teacher attrition AND polic*"	48	Countries/ regions: England = 12	3 disregarded due to context/ relevance 8 duplicates = 0 additional found
	"teacher attrition" AND outside professional*"	0		
	"teacher attrition" AND outside support*"	0		
	"teacher attrition" AND external agenc*"	0		
	"teacher attrition" AND external support"	1	Countries/ regions: England = 0	= 0 additional found
	"teacher attrition" AND educational psychology*"	5	Countries/ regions: England = 2	2 disregarded due to relevance = 0 additional found
	Teacher attrition" AND "school psychology*"	1	Countries/ regions: England = 1	= 0 additional found
	Teacher attrition" AND "child psychology*"	0		= 0 additional found
Total number saved to endnote	6			

Education	"teacher turnover"	256	Years: *1990-2019= 256*	251 disregarded due

abstracts			Language: *English = 255* *Countries/ regions = England =*	to context/region/relevance = 4 additional found
	"teacher turnover" AND "primary school"	2	Countries/ regions : England = 1	1 disregarded due to relevance = 0 additional found
	"teacher turnover" AND perceptions"	24	Countries/ regions: England	22 disregarded due to relevance = 2 additional found
	"teacher turnover AND opinions"	3		3 duplicates = 0 additional found
	"teacher turnover AND insights"	3	Countries/ regions: England = 2	2 duplicates = 0 additional found
	"teacher turnover" AND models"	18	Countries/ regions : England = 3	3 2 duplicates = 1 additional found
	"teacher turnover AND frameworks"	2	Countries/ regions England = 0	= 0 additional found
	"teacher turnover AND strategies"	18	Countries/ regions : England = 3	3 duplicates = 0 additional found
	"teacher turnover AND guid*"	15	Countries/ regions : England = 5	5duplicates = 0 additional found
	"teacher turnover AND polic*"	73	Countries/ regions: England = 14	12 duplicates 1 disregarded due to relevance = 1 additional found

	“teacher turnover” AND outside professional*”	0		
	“teacher turnover” AND outside support*”	0		
	“teacher turnover” AND external agenc*”	0		
	“teacher turnover” AND external support”	2	Country: England/ UK = 0	= 0 additional found
	“teacher turnover” AND educational psychology*”	9	Country: England/ UK = 1	1 duplicate = 0 additional found
	Teacher turnover” AND “school psychology*”	1	Country: England/ UK = 0	= 0 additional found
	Teacher turnover” AND “child psychology*”	0		= 0 additional found
Total number saved to endnote	8			

Education Abstracts	“teachers leaving”	45	Years: *1990-2019= 43* Language: *English = 42*	32 disregarded due to country/ context/ relevance 10 additional found
	“teachers leaving” AND “primary school”	25	Countries/ regions : England =	22 disregarded due to context/ region 1 duplicate = 0 additional found

	“teachers leaving” AND perceptions”	5	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving” AND opinions”	1	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving AND insights”	2	Countries/ regions: England = 0	= 0 additional found
	“teachers leaving” AND models”	1	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving AND frameworks”	1	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving” AND strategies”	1	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving” AND guid*”	1	Countries/ regions : England = 0	= 0 additional found
	“teachers leaving” AND polic*”	11	Countries/ regions : England = 3	3duplicates = 0 additional found
	“teachers leaving”” AND outside professional*”	0		= 0 additional found
	“teachers leaving” AND outside support*”	0		= 0 additional found
	“teachers leaving” AND external agenc*”	0		= 0 additional found
	“teachers leaving” AND external support”	0		= 0 additional found
	“teachers leaving” AND educational psychology*”	0		= 0 additional found
	“teachers leaving” AND “school psychology*”	0		= 0 additional found
	“teachers leaving” AND “child psychology*”	4	Country/ region: England/ UK = 0	= 0 additional found

Total number saved to endnote	10

Education Abstracts	"teacher resilience"	45	Years: *1990-2019= 45* Language: *English = 44* *Peer reviewed = 44*	37 disregarded due to country/ context/ relevance = 7 additional found
	"teacher resilience" AND "primary school"	1	*Countries/ regions = England =0*	= 0 additional found
	"teacher resilience" AND perceptions"	4	Countries/ regions = England = 0	4 disregarded due to context = 0 additional found
	"teacher resilience" AND opinions"	1	Countries/ regions = England = 0	= 0 additional found
	"teacher resilience" AND insights"	5	Countries/ regions = England = 1	1 duplicate = 0 additional found
	"teacher resilience" AND models"	13	Countries/ regions = England = 3	3 duplicates = 0 additional found
	"teacher resilience" AND frameworks"	2	Countries/ regions = England = 0	= 0 additional found
	"teacher resilience" AND strategies"	8	Countries/ regions = England = 4	4 duplicates = 0 additional

				found
	“teacher resilience” AND guid*”	3	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND polic*”	6	Countries/ regions = England = 0	= 0 additional found
	“teacher resilience” AND outside professional*”	0		= 0 additional found
	“teacher resilience” AND outside support*”	0		= 0 additional found
	“teacher resilience” AND external agenc*”	0		= 0 additional found
	“teacher resilience” AND external support”	0		= 0 additional found
	“teacher resilience” AND educational psychology*”	3	Countries/ regions = England = 0	= 0 additional found
	Teacher resilience” AND “school psychology*”	10	Countries/ regions = England = 0	= 0 additional found
	Teacher resilience” AND “child psychology*”	12	Countries/ regions = England = 0	= 0 additional found
Total number saved to endnote	7			

Education Abstracts	“teacher wellbeing”	24	Years: *1990-2019= 24* Language: *English = 24* *Countries/ regions =*	13 disregarded due to relevance/ context = 5 additional found

			England =18	
	“teacher wellbeing ” AND “primary school”	2	*Countries/ regions = England =0*	= 0 additional found
	“teacher wellbeing” AND perceptions”	3	Countries/ regions = England = 1	= 1 additional found
	“teacher wellbeing” AND opinions”	2	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND insights”	8	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND models”	4	Countries/ regions = England 1	1 duplicate = 0 additional found
	“teacher wellbeing” AND frameworks”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND strategies”	1	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND guid*”	1	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND polic*”	0	Countries/ regions = England = 0	= 0 additional found
	“teacher wellbeing” AND outside professional*”	0		= 0 additional found
	“teacher wellbeing” AND outside support*”	0		= 0 additional found
	“teacher wellbeing” AND external agenc*”	0		= 0 additional found

	“teacher wellbeing” AND external support”	0		= 0 additional found
	“teacher wellbeing” AND educational psychology*”	2		2 duplicates = 0 additional found
	Teacher wellbeing AND “school psychology*”	2		2 duplicates = 0 additional found
	Teacher wellbeing” AND “child psychology*”	1	Country/ region: England/ UK = 0	= 0 additional found
Total number saved to endnote	6			

Appendix 2a: Stage 2 of Systematic Literature Search

After completing the initial systematic literature search (see Appendix 2) I completed a further stage of searching the existing literature by reading the title and/ or the abstract of the studies found. This was in order to ensure all articles found were relevant and linked to my current study. Although adopting explicit inclusion and exclusion criteria (see Appendix 2), due to the nature and format of some search options on individual databases, I noticed that not all articles found and consequently saved to Endnote during my initial search were relevant. For example, some databases enable you to filter results to include only research from the UK, whereas others do not allow you to filter results by country/ origin. This meant that despite my best efforts, often some articles that I had already saved to Endnote were then found to originate from outside the UK, meaning they did not fit my search criteria and were consequently disregarded.

Through this further search I disregarded articles that were:

- Not based in the UK;
- Not peer reviewed articles;
- Not relevant to my current study (e.g. the sample population not being teachers or teachers specifically linked to a unique area of education that was not linked to my study).

Through this further stage of searching, I was able to identify the specific studies most relevant to my study. These studies were consequently discussed in Chapter 2.

Appendix 2b: Criticality framework used when reviewing research

Criticality is described in the Oxford Learner's Dictionary as *'involving making fair, careful judgements about the good and bad qualities of someone or something.'* With this in mind, when addressing the notion of criticality within the existing literature in Chapter 2, I was careful to think about the strengths and limitations of each study.

In order to address the strengths and limitations of each study, I considered specific elements of the research. I did not adopt a specific framework; my rationale for this was due to my criticality skills developing throughout my doctoral studies and thus feeling more proficient and confident with addressing criticality. The specific elements considered when looking at each study included:

- Reading the abstract in order to understand the main area/ topic being discussed;
- Date of publication e.g. is the research relevant to the current context or is it outdated?
- Research questions e.g. have the authors explicitly stated their research aims? How does the design of the study aim to address the research questions?
- Author(s) e.g. have the authors received a grant for this work and does this have an implication for the research claims?
- Looking at the methodology to understand what the strengths and limitations are e.g. is relevant sampling adopted? Does the methodology address the research aims?
- Have variables been controlled? (If applicable)
- Identifying whether the authors state limitations to the study or whether there are any over generalisations or claims being made;
- Thinking about how this research relates to other research in the field;
- Ethics e.g. is the research ethical?

Exploring the above enabled me to review each study outlined in Chapter 2.

Appendix 3: Definitions of Identity (Day et al, 2006)

Definitions of three types of identity outlined by Day et al (2006a):

- Professional identity was found to be affected by political and social ideals related to what makes a good teacher. Factors such as policy and workload were found to be linked to professional identity.
- Situated identity was found to be linked to the specific schools and could be affected by support, pupils, colleagues and feedback.
- Personal identity was found to be linked to teachers lives outside work, linked to their other roles they hold when not being a teacher.

Appendix 4: Descriptions of Four Scenario's from Day et al (2006a) Research

- In scenario 1, teachers professional, situational and personal identities were in balance, teachers appeared to be more committed and self- efficacious (Day, 2007). A third of all teachers from the original sample fell into this category with the majority primary school teachers from more advantaged schools (Day, 2007).
- In Scenario 2, when one identity was dominant, for example the situational demands at school were outweighing the other identity dimensions, teachers used coping strategies such as accepting this imbalance or tolerating it for the present (Day, 2007). The majority of this group of teachers had between 4-15 years of experience and viewed themselves as effective teachers, but were at risk in regard to their resilience.
- The third Scenario showed less than a quarter of this group positive about their wellbeing (Day, 2007). 15% of teachers (with over half of this group being secondary school teachers) had two dimensions of identity outbalancing the third (Day, 2007). Motivation within this group of teachers continued to be high, but characteristics of the group involved negativity towards their own wellbeing and ability to maintain a work-life balance (Day, 2007).
- Finally, the fourth Scenario involves each dimension of identity to be linked to fluctuation and change. This group was small (only 6% of teachers) but the group was noted in the research to be vulnerable (Day, 2007). Approximately three quarters of this group taught in socially disadvantaged schools (Day, 2007).

Appendix 5: Brief Outline of the British Government Health and Safety Executive (HSE) Management Approach

The HSE Management approach encourages employers to look at six areas of their organisational related to stress including:

- Demands including patterns of work and workload.
- Control including the agency and voice of people in the organisation.
- Support including how managers and colleagues offer support and resources.
- Relationships including avoidance of issues of conflict.
- Roles within organisations including whether people understand their roles and do not have conflicting roles with others.
- Change including how organisational change is discussed and managed.

Appendix 6: Proposed Research Table (from Denzin & Lincoln, 2011)

Phase 1: The researcher as a multi-cultural subject	*History and research tradition: Education and teaching background, masters degree in psychology of education, past research been predominantly qualitative in approach.* *Conception of the self and others: My own position e.g. leaving teaching within first 5 years- need to be wary of this and acknowledge own biases/ experiences and what effect this might have on the research.* *The ethics and politics of research: Current context, teacher attrition at a high level; whole school wellbeing (including staff wellbeing) being an area of focus within my TEP placement.*
Phase 2: Theoretical paradigms and perspectives	*Interpretivism, social constructivism: World view- individuals seek knowledge of the world around them in which they live and work (teachers in school) varied and numerous subjective understandings of experiences and participants' views of the situation (teacher perspectives of their own teaching experiences/ own resilience).*
Phase 3: Research strategies	*Design: Individual experiences of a range of teachers. Want to explore teacher experiences from those who have stayed in the profession for 5 years or more (the first 5 years being the highest attrition rate). Primary school teachers will be the focus of exploration (due to gap in research and link to personal interest) and design will involve random selection of schools from local area. Teachers will be selected based on matching the sampling criteria.*
Phase 4: Methods of collection and analysis	*Interviewing: Interviewing participants will hopefully enable me to explore their inner world with depth. A semi-structured approach to interviews will enable a flexible framework to be adopted, allowing me to explore aspects of different participants' experiences.*
Phase 5: The art of practice and politics of interpretation and evaluation	*Must recognise my own background and how it might shape my interpretation or personal, cultural, historical experiences (Creswell, 2013).* *Criteria for judging accuracy: participant provided with the opportunity to member check their transcript (typed verbatim)* *Practices and politics on interpretation : reflecting upon my own thoughts, feelings and perceptions throughout in my researcher diary, engaging in four questions post interview* *Writing as interpretation : IPA as chosen methodology, ensuring reliability through peer audit, engaging with Yardley's (2000) four validity principles.*

Appendix 7: Information on Free School Meals (FSM) and Pupil Premium (PP) funding from Ofsted Reports.

In the UK, the Government provides additional funding to help families on additional benefits including universal credit, income support and income based job seekers allowance. A pupil premium grant is awarded to schools and Local Authorities to children who are identified to be 'disadvantaged' (children who are in receipt of FSM, Looked After Children (LAC) who are in the care of, or provided with accommodation by a Local Authority, or children who are from serving military families (Education, Skills and Funding Agency, 2018). This information is obtained through the school census. As looking at the number of children on FSM is the best known measure for children from economically disadvantaged backgrounds (Education Endowment Foundation, 2017), I used this information from the Ofsted reports. If the number of children on FSM was not readily accessible from the Ofsted report, I used the number of children eligible for pupil premium funding, due to children on FSM being a large target group of that specific funding stream.

Ofsted obtain this information using statistical testing to identify whether a school's value is below or above the average. I contacted Ofsted by e-mail to obtain the data measures; however, I was informed there is no single cut-off value due to the test being dependent on certain factors.

Appendix 8: Research Information Sheet

Participant
Information Sheet

Project title*: Teacher Resilience (working title)*

Thank you for agreeing to take part in this research project conducted by myself, Sarah Duffield. I am currently studying to be an Educational Psychologist at the University of Bristol and State. Approval for this research project has been granted by the University of Bristol's School for Policy Studies.

Before deciding whether you wish to take part, it is important that you read and understand the following information. Once you have read and understood the information, please indicate that you agree to participate in the research by ticking the boxes on the consent form overleaf, sign and date. If you have any questions or queries concerning any aspect of the research, please do not hesitate to contact Sarah Duffield on sd14569@bristol.ac.uk.

What is this research about?

This research is concerned with exploring teacher resilience. I am interested in hearing about your personal experiences of teaching and your own personal resilience –what factors have helped you stay in the teaching profession?

How long will it take?

This interview will last between **45 and 75 minutes.** In order for data to be collected and analysed effectively, interviews will be voice recorded and transcribed verbatim. The interviews will be recorded on a University recording device that is password protected and all data obtained during the research will be saved on a University of Bristol server. Voice recordings will also be completely deleted after they have been transcribed. If you wish to view the transcripts before they are used in the research, please do not hesitate to contact me within 2 weeks of the interview and a copy of your transcript can be sent to you. If you would like to meet with the researcher to look at the transcript together, this can also be arranged.

What will happen with the information I provide?

The information you provide will be used in a research project that will be submitted to the University of Bristol as part of the DEdPsy doctoral thesis. A copy of this research will be stored in the University of Bristol's library and may be accessed by other researchers in the future. If you would like to receive an executive summary of the research, then either a paper or electronic copy can be sent to you. You will be provided with anonymity by agreeing a pseudonym with the researcher at the start of the interview. Whilst every attempt will be made to ensure all details are kept anonymous, you should be aware that this cannot absolutely be guaranteed.

What if I decide I no longer wish to take part?

Participation in this research is **completely voluntary.** If you wish to withdraw from the research you have the right to do so without providing any reason up until three weeks after your interview date. All information you provided will then be deleted. You may withdraw by contacting the researcher on the e-mail address below.

Further Questions/ complaints

Thank you for taking part in this research, it is greatly appreciated and your responses will be extremely useful. We hope that you will be happy taking part in this study, but, if you have

any **questions**, or if you wish to make a complaint, please e-mail **Sarah Duffield** and my supervisor **Dr. Dan O Hare** (contact details below). If you have any more questions about the research in general, please don't hesitate to contact me.

Many thanks.

Sarah Duffield- sd14569@bristol.ac.uk

Dr Dan O'Hare (supervisor)- dan.ohare@bristol.ac.uk

Appendix 9: Research Information Flyer

Have you been teaching for 5 years or more?

Invitation: Calling all teachers who have been in the teaching profession for ***5 years or more.*** If you fall into that category, I would like to invite you to participate in my research study. Before you decide whether you would like to take part or not, you need to understand what the research involves and what would be asked of you. Please read the information below. If you have any questions, please contact Sarah Duffield at sd14569@bristol.ac.uk.

Why am I doing the study?

Teaching is a rewarding, yet challenging profession. According to Government figures, almost 1/3 of teachers leave the profession within five years of qualifying.

Instead of focusing on the reasons why teachers leave, I want to hear from teachers who have stayed teaching within the state sector for ***5 years or more.*** I am interested in hearing about your personal experiences of teaching- what factors have influenced your decision to stay within the teaching profession? What has helped?

What will the research involve?

The research will require you to complete a ***one off*** interview (which will last approximately 45 minutes to 75 minutes). This can be completed at a convenient time and location (either at your school or another location of your choice).

Why is this research useful?

The notion of teacher resilience (exploring why teachers stay in the profession) is a growing area of research. This research project aims to add to the evidence base, exploring what internal and external influences have facilitated teachers in their continuation in the profession.

The interview will help staff discuss their own experiences and will provide evidence on what factors help to cement teacher resilience at an individual and organisational level. This research may be of interest to teachers, Head teachers and Educational Psychology Services as it will help understand how these professionals can foster teacher resilience in teachers further.

*This project is a requirement for the Educational Psychology training course (DEdPsy) at the University of Bristol. The project is also linked to ***** where I am currently working as a Trainee Educational Psychologist.*

If you are interested in participating, or to find out more, please contact Sarah Duffield (sd14569@bristol.ac.uk).

Appendix 10: E-mail sent to link Educational Psychologists

My name is Sarah Duffield and I am currently training to be an Educational Psychologist on the Doctoral course (DEdPsy) at the University of Bristol.

As part of my Doctoral training, I am required to complete a thesis- research that explores current and relevant issues within education. My research is concerned with the notion of ***Teacher Resilience.***

I am hoping to interview teachers who have worked within a state funded school ***for 5 years or more.*** This can be any state school and does not need to be at the school where they are currently teaching. Within the research, I want to hear about individual teachers' experiences and hope to explore the reasons why these teachers have stayed in the profession; what has encouraged and motivated them to stay.

With rates of teacher attrition (teachers leaving the profession) at a record high, I will be further informing the evidence base by exploring the reasons why teachers stay in the profession. I am therefore getting in contact to see whether you think some of the teachers in your school might be interested in the above research and if so, please could this e-mail, along with the research flyer and information sheet be circulated to them so they can contact me directly?

I would like to thank you for taking the time to read this and will look forward to hearing from potential participants in the near future. If you have any questions, please do not hesitate to get in touch at sd14569@bristol.ac.uk.

Many thanks.

Sarah Duffield

Appendix 11: Interview schedule

Possible Interview Schedule

1. First of all, can you tell me a bit about your teaching experiences so far?

   Prompts to consider…
   - *When and how did you train to teach?*
   - *What experience did you have prior to teaching?*
   - *What were your main reasons/ motivations for entering the profession?*
   - *To what extent do you feel your reasons for entering the profession have been satisfied throughout your career so far? E.g. was the vision you had the reality? If not, what is different?*

2. In regards to teaching specifically, how would you define a 'resilient' teacher?

   Prompts to consider…
   - *Do you think there are any specific qualities that 'make up' a resilient teacher?*
   - *Do you think there are any other factors that help make a teacher resilient? (e.g. internal/ external factors if they need more specificity).*
   - *How would you know they were resilient? Behaviour? Actions? What would they 'look' like?*

3. Thinking about this definition of a resilient teacher, where would you rate yourself now on a scale (draw scale) with most resilient (10) and least resilient (0)? How is this score for you?

   Prompts to consider…
   - *Can you tell me a little but about why you have positioned yourself there?*
   - *Is this where you would like to be?*

4. Now, on the scale, could you think about a particular time or situation during your career when you feel you have demonstrated being the most resilient when teaching? Please mark on the scale.

   Prompts to consider…
   - What factors contributed to making you most resilient in this situation?
   - Probe them to give a specific example
   - Unpick why – what was different about this compared to now or vice versa.

5. Can you tell me about a time when you consider yourself to have been least resilient in the profession? Please mark this on the scale. What do you consider was influential in this?
   - Probe them to give a specific example
   - Unpick why- what was different about this compared to now or vice versa.

6. In regards to your own resilience, what have schools done in the past, or what are they doing now to help foster this within you?

Prompts to consider…

- *What could they be doing?*
- *Any examples? If so, how do you view these? Were they useful? What did they require?*
- *In your opinion, is there anything else that could be done to increase resilience amongst teachers/ staff?*

7. Before I ask this question, can I just find out whether you have worked with an Educational Psychologist before? What did their role involve in this situation?

   Have you ever worked with any outside professionals, including Educational Psychologists in relation to your own or staff resilience or wellbeing?

Prompts to consider…

- *Have you had any experience of this type of support?*
- *If not, can you describe what you think this support might look like?*
- *What are your thoughts about support from outside professionals? Would it be useful/ not useful?*

Thank you for your time. Do you have anything you wish to discuss which we haven't talked about yet?

Appendix 12: Aide memoir sheet on interview skills based on the work of Melish et al (2013) and Smith et al (2012)

Step 1: Building rapport	• Personal introductions (names, roles) • Research introductions (purpose, methods used to collect data, permission of voice recording) • Ethical considerations (inform of length of interview, right to withdraw, confidentiality, assign pseudonym) • Inform them of option to 'member check' their transcript • Introductory questions that aim to put the participant at ease
Step 2: Active listening	• Develop main research themes • Movement from general to more specific information • Use of open, explorative questioning • Consideration of the dynamic rhythm of the interview (Smith et al, 2009) e.g. when moving from general to specific, the interview must be prepared to revisit points mentioned at a later stage of the interview, as not to unbalance the rhythm and dynamic interaction. • Follow up information to establish deeper information (e.g. question starters such as why, how, can you tell me a bit more about, how were you feeling, what were you thinking?) • Exposing the obvious (e.g. asking participants to clarify what they mean, even if they assume it is obvious). • Reflecting back (e.g. so am I right in saying this happened and you felt this way) • Ethical considerations (see section 3.12).
Step 3: Summarising	• Re-capping key themes if necessary • Ensure the interview pace is reduced gradually, rather than abruptly finishing. • Ask if there is anything else they want to discuss that hasn't been raised. • Ask if they have any further questions. • Remind them of 'member checking' the transcript option. • Thank them for their time and involvement.

Appendix 13: Pilot Interview Reflection

I completed a pilot interview with a teacher who had been teaching for seven years. Although there was a pre-existing relationship with this teacher as we had trained together, the purpose of the pilot interview was to practice the delivery of the interview schedule, as well as check the questions made sense.

The pilot interview took approximately 35 minutes. I noticed that I stuck to the interview schedule quite closely, possibly because this was completed with a friend meaning that I already knew quite a bit of background information. With this in mind, I will have to be aware that it is acceptable to divert from the interview schedule in future interviews.

After completing the interview, I asked for feedback. The feedback given related to the wording of question 1 as I originally had an initial question asking about understandings of resilience. The teacher who completed the pilot interview told me that she found this question quite difficult to answer. On reflection, I thought about how asking a question straight away in this way might be difficult for participants and instead, I should devote more time to building rapport and establishing a relationship with each participant. Even though I had planned in opportunities for this, I reworded question 1 to an exploratory, open question that was aimed to provide a narrative account about each participants' training journeys, meaning it would be an easier question to answer.

Overall, I feel the pilot interview went well. However, I will need to be aware of these explicit rapport building opportunities in future interviews and not be too concerned about sticking exactly to the interview schedule planned.

Appendix 14: School Information

Originally, my sampling strategy largely aimed to try to get a range of schools from varying socio-demographics in the area (see Chapter 3, section 3.12 for more detail). However, as discussed in my methodology chapter (Chapter 3) due to issues with recruitment, I was unable to stick to my original sampling plan and therefore the range of socio-demographics was not as controlled as I had first hoped.

School	*Participant Names*	*Contextual Information*
A	*Claire* *Kate*	This is an average sized primary school and caters for children from 3-16. The proportion of pupils who receive Pupil Premium funding is largely above the national average and most of the pupils who attend the school are from white British heritage (Ofsted, 2018).
B	*Emily* *Jo*	This is a slightly smaller than average primary school. The number of children entitled to free school meals (FSM) is higher than average and pupils are mainly from white British heritage (Ofsted, 2007).
C	*Rachel*	This is a smaller than average primary school. The proportion of pupils who are entitled to Pupil Premium Funding (PP) is well above the national average and the number of children from minority ethnic backgrounds and speak English as an additional language is below average

		(Ofsted, 2016).
D	*Marilyn* *Lucy*	This school is larger than average and almost a third of the pupils who attend there are from minority ethnic backgrounds. The number of children eligible for Free School Meals (FSM) is lower than average (Ofsted, 2011).

Appendix 15: Information Consent Sheet

Consent Sheet

Please read and check the statements below to show you have read the information provided and consent to participating this research project.

I confirm that I have been given, have read and understand the information regarding this research project. I have asked any questions concerning the project and received suitable answers.	Please tick [ ]
I understand that my participation is voluntary and that I am free to with withdraw from the research up until three weeks after this interview. I understand that I do not need to give a reason for this and all my data will then be erased, without any of my rights being affected in any way.	[ ]
I understand that all the information I provide will remain anonymous (unless required by law) and will be treated with respect by the researchers. I understand that all efforts will be made to ensure both myself and the school cannot be identified in the study and give permission for the researchers to use the data I provide to them.	[ ]
I understand that this interview will be audio recorded and will be transcribed verbatim. I understand that I can ask the researcher for a copy of my transcript up to two weeks after the interview. I understand I can withdraw from the research at any time three weeks after the interview date.	[ ]

Signed: _____

Date: _____

Appendix 16: Researcher Diary

Interview 1: Emily (pseudonym)

1. *How did I feel during and after the interview?*

This was my first interview (after the pilot interview) and therefore there was an element of feeling nervous about the interview going well and getting relevant and useful information for my research. During the interview, I experienced feelings of having to 'let go' and accept that it was fine to let the participant take the conversation in a way that she felt was meaningful to her. As a relatively novice researcher, I had to focus on the purpose of the interview being 'semi-structured,' meaning that the conversation should flow and I should be flexible and adaptable in my approach. This is something I hope to become more comfortable with as the interviews progress.

2. *How do I think the participant felt during and after the interview?*

The participant seemed to be very relaxed from the start. This was evident from her body language and her friendly, warm tone of voice. She had been teaching for a long over 30 years and had been at the particular school for several years. She clearly felt comfortable in her environment. I was pleased with this as I wanted all participants to feel as comfortable as possible. This was something that was on my information sheet and being aware of the power that environmental factors can have, felt that the participant being at ease in a comfortable and safe environment was paramount to my research process.

During the interviews, the participant laughed and smiled at various different points, indicating she felt comfortable and relaxed. After the interview had finished, she told me that she as an individual has very high standards and considers that having to set manageable and realistic expectations has been influential to her resilience over the years. Unfortunately, this was at the end of the interview when she was walking me out of the school, so was not voice recorded.

3. *What have I learned?*

I have learned that when you are completing semi-structured interviews, you have to be relaxed and adaptable; not worry about the conversation not going the way you expected it to. My first interview has made me reflect on the importance on this. Letting the participant have ownership of their story means that the interview questions may not always be asked in a way you thought they might, but it is more important for the participant to feel autonomous and for their responses to be meaningful and relevant to them. I had read about the importance of this, but seeing it in practice has cemented my understanding and really elevated its importance as part of the research.

4. *What would I do differently?*

I think if I could complete this interview again, I would like to be more relaxed during the process. As I mentioned in question 1, I was apprehensive as this was my first interview and could not help but feel an aspect of worry when the participant was steering the conversation away from the pre-planned structure. Although I was aware that this was just a guide and it was important not to feel constrained or limited by this, I think with it being my first formal interview, I felt a bit nervous about this occurring in practice. Therefore, I would like to be more relaxed in the future and learn to feel more comfortable with the semi-structured aspect of the process.

Interview 2: Marilyn (pseudonym)

1. *How did I feel during and after the interview?*

   This was my second interview. Generally, I felt this interview ran a bit more smoothly in comparison to the first, with my confidence levels increased. However, during the interview several members of staff and children walked into the room at one point; unfortunately the room we were in also had the school photocopier in. In reflection this was not ideal. These interruptions made me feel slightly uneasy as I was worried about the effect these would have on the participant. This was slightly unavoidable due to the time of the interview (the participant had requested a lunchtime interview) and therefore space in the school was limited.
   I also had to become used to being comfortable with silence. This participant was particularly reflective, pausing frequently and considering her answers. This would sometimes result in there being elements of silence, something that was quite different from the last interview. At first, I felt myself being slightly uncomfortable with this. However, as the interview continued, I realised this was part of the process and the natural flow of the interview developed.

2. *How do I think the participant felt during and after the interview?*

   Generally, I felt the participant seemed at ease during the interview. However, at first, she was not as warm as the previous participant. This made me reflect on whether she was completely comfortable with the interview and therefore I ensured I reiterated the voluntary nature of the interview and checked whether this was a convenient time. However, through talking with the participant, I realised that she had just come from teaching a lesson that was quite intense and practical where she felt a few things had gone 'wrong.' Therefore, this was likely to be having an effect on how she was communicating in the interview. As the interview progressed and we continued to build rapport, this participant seemed to relax more.

3. *What have I learned?*

   I have learnt to be more comfortable with silences and not feel pressured to fill these. This is because often the most thoughtful, insightful and considered responses come from answers that have been thought over for some time.

4. *What would I do differently?*

   When organising this interview, I would have reiterated the importance of access to a quiet room, especially with the knowledge that this interview was to be completed in the school day. The interruptions were not a huge problem but I think it would have been more appropriate to be in a quiet space for the entirety of the interview due to the detailed, personal and rich accounts participants were describing.

Interview 3: Jo (pseudonym)

1. *How did I feel during and after the interview?*

   I felt a bit more confident during this interview. I felt that the participant and I build rapport quickly at the beginning of the interview and I felt the interview flowed well. The interview followed the schedule mainly, with the participant steering it in other directions at times.

2. *How do I think the participant felt during and after the interview?*

   The participant seemed comfortable and at ease during the interview. I knew this by her laughing and smiling and I felt we built rapport. The interview took place on a Friday afternoon and commenced at lunch. However, the participant informed me at the end of the interview she had forgotten about the interview (despite us e-mailing the day before). Despite this, on reflection, the participant seemed happy and content to take part in the interview.

3. *What have I learned?*

   I have learnt the importance of building rapport at the start of the interview. I knew this anyway, but I think this case cemented this understanding. I feel that because we spent a substantial amount of time talking about pleasantries and other topics at the start of the interview, the interview flowed successfully for the rest of the interview.

4. *What would I do differently?*

   I would probably message on the day of the interview to ensure the participant remembered and also ensure there was a room available. This was because we found it quite difficult to find a space.
   In regard to interview skills, I will next time ensure I have a range of ways I can articulate questions available; this was from reflections that once or twice the participant asked me to repeat the question because she wasn't sure exactly what was being asked.

Interview 4: Claire (pseudonym)

1. *How did I feel during and after the interview?*
   As this was now the fourth interview, I felt a bit more relaxed and comfortable with the process now. I had realised from other interviews that it was useful to make little notes to myself (only one word or so) when the participant said something of interest but was in the middle of talking. This enabled me to then go back to ask about it at a more appropriate time. This also increased my confidence to leave a question or a point and come back to it at a time that felt natural, rather than interrupting the flow of the interview by interjecting.

2. *How do I think the participant felt during and after the interview?*

   The participant was friendly and welcoming, as well as being very welcoming. The participant seemed confident and relaxed and keen to talk to me. I appreciated the participant's openness with me; she was happy to discuss clearly quite difficult times for her and therefore I believe she was comfortable during the interview.

3. *What have I learned?*
   I have learnt to take discrete key word notes (notes that won't disrupt the flow or interaction in the interview) and also learnt about the skill to leave interesting aspects of the interview that arise (if necessary) and return to them at an appropriate time.

4. *What would I do differently?*
   Although I continue to develop my confidence with delving deeper and asking more probing questions (in a sensitive and mindful way) I believe this is something I could continue to work on.

Interview 5: Rachel (pseudonym)

1. *How did I feel during and after the interview?*

   This interview was interesting. Before the interview started I felt relaxed and excited to acquire more data for this research. This was the only school where I had one participant, so I was interested to find out more about this participant's experiences. Overall, I felt the interview went well. I was grateful that this participant felt comfortable and happy to share her most challenging experiences with me.

2. *How do I think the participant felt during and after the interview?*

   I think the participant felt comfortable during this interview. Although this participant was happy and willing to share her challenging experiences with me, she also shared her current positive experiences and spoke so openly about a job she now loves.

3. *What have I learned?*

   I have learned how open people can be about their past experiences when they feel comfortable and willing to do so. I think completing this interview after school in this participant's school was helpful in creating a safe space for her to open up.

4. *What would I do differently?*

   Due to the participant opening up so willingly, I feel there were particular points missed in this interview that I started to worry about towards the end. In future, I need to ensure this does not affect me during the interview as this could disrupt the flow and my thought process.

Interview 6: Kate (pseudonym)

1. *How did I feel during and after the interview?*

   This interview went well. I felt happy with the flow generated and the rapport built. I continued to feel more relaxed throughout the interview, feeling even more at ease when the interview schedule diverted due to the participant wanting to share experiences.

2. *How do I think the participant felt during and after the interview?*

   The participant seemed very relaxed. She was keen to talk and smiled and laughed on several occasions during the interview.

3. *What have I learned?*

   The length of this interview was long and felt like it could have continued for even longer. I had to be aware of the ethical implications of the interview continuing past the informed time slot and therefore I made a decision to discuss that perhaps we should finish the interview a little early.

4. *What would I do differently?*

   From now on, I will be even more aware of time, particularly when time is approaching the time slot agreed.

Interview 7: Lucy (pseudonym)

1. *How did I feel during and after the interview?*

Due to the participant forgetting about our interview, I initially felt a little apprehensive and awkward about the interview. I was concerned that she hadn't planned for it and therefore felt an ethical dilemma of whether the interview should progress or not. I therefore offered for the interview to be rearranged and assured her that it would be no inconvenience to myself for that to happen. However, the participant was adamant that she wanted the interview to continue and was apologetic that she had forgotten. I didn't want her to feel any sense of obligation to continue so offered several times to go and return. The participant assured me on numerous occasions that she would be happier for it to go ahead today and therefore I felt better about the interview taking place.

I was concerned that due to the element of surprise the participant felt that there could be a risk of her not being relaxed or comfortable and therefore might not be in the best place to offer answers. I therefore ensured that we engaged in a lot of initial rapport building to begin with, chatting about other topics of interest and made a cup of tea to ensure that we were a bit more relaxed! I considered the idea of re-arranging the interview but wanted to respect her view that progressing today would be fine and felt more satisfied after we had time to chat and become internally and externally more ready for the interview.

The interview seemed to go well; I felt the participant engaged with the questions and was interested in getting her voice across. I was happy with the rapport we built. After the interview, I reflected on the fact that I perhaps should have sent a reminder e-mail on the day, or day before and therefore felt that I perhaps could have stopped this situation from occurring.

2. *How do I think the participant felt during and after the interview?*

Generally, I felt the participant felt comfortable and relaxed during the interview. I think the emphasis on building rapport and engaging in 'problem free' conversation for an extended period of time to begin with was helpful. Initially, the participant seemed a bit flustered and that's why I felt so worried about continuing the interview in case she felt rushed, obligated or pushed for time in anyway. I felt that by offering her alternatives, she would have felt a bit more in control of the situation and I noted her relaxing more and more during the rapport building and cup of tea.

I did notice that the participant was concerned about revealing certain aspects of school systemic practice during the interview and she mentioned that if she revealed certain things, it would make the school identifiable. She needed some reassurance that all specific information would be anonymised, and I assured her before and after the interview that she could look over the transcript to validate that she felt her answers were representative and true reflection of what she wanted to communicate. This appeared to reassure her.

3. *What have I learned?*

In regards to organisation, I have learned that you can never be too thorough. Although I had spoken with the participant the previous week about the interview (she had asked to push the interview back slightly due to a school event), I should have confirmed with her that week to ensure she was still happy for the interview to take place.

I have also learned the importance of ensuring the participant is happy to go ahead with the interview, in a situation where she may have possibly felt obliged to. I felt that it wouldn't be ethical to go ahead with the interview if I felt that's she was in any way not comfortable to do so. It has made me realise that as a researcher you need to feel comfortable that the participant feels comfortable. As I felt happy that she was more relaxed after engaging in conversation and having a cup of tea, along with assuring me it was more convenient to do it now than rearrange, the interview could proceed. However, if I hadn't been satisfied, it would have been more appropriate to rearrange.

4. What would I do differently?

As mentioned above, I would definitely e-mail the participant a day or so before the interview to confirm the time and ensure she was still happy to proceed. In addition, I would perhaps encourage her during the interview not to discuss anything that she felt might reveal identifiable information about the school. I did say this both pre and post interview, but perhaps encouraging her to her only use information she is happy to tell me during the interview (in response to her asking about it) it would have perhaps made her feel even more comfortable during the interview.

Appendix 17: Example of Transcript Analysis

Descriptive Comments	Transcript	Emergent themes
Respect for the children a key part of internal values now Early Years about child voice "I suddenly became a real teacher"- view that some people have of EY being less qualified than other year groups.	L: I think it's I think it's more about its, it's more there's more *respect,* I think for for the *children,* it's more about *their* voice rather than (…) I have, you know, in the other, my old school before I came to this school, they were saying well, oh what do you think would be good practice to do anyway, they moved me into your one, because like I said, I think it's quite good to move the children up and or you know someone to go through with them. So they moved me (laughter) and so I was trying to put a lot of the practice from early years in your that first till Christmas time (..) but it had it really shocked me actually because I have come from further up but then I'd been in early as for a long time and so I don't know, maybe I'd just forgotten how yet but some of the parents like still had treated me very differently. So I suddenly became a real teacher and it was that the you know, when we had parents conferences and things that they were listening	Respect for children: an internal core value The Early Child Voice The less respected self

"treated very differently" "listening in a different way" "Oh you've got a promotion have you"	in a *different* way and S: Oh, that' interesting…	
Less respect for teachers in the EY even though L feels the teaching in EY gives more respect to the children	L: Yeah. I was really I just thought okay that is and someone said 'Oh you've been promoted have you?' It's like oh my goodness people got very strange perception of early years. And actually I think it's really *hard* because it's all that stuff about watching observing analysing, all reflection, you know and getting the children to reflect (…) so I suppose it's much more fluid and yeah, you're not you're not confined to some (…) restrictive curriculum where made perhaps nobody in the class is interested in *especially not you* and the children aren't either so why on earth are we doing that? You know, if we're going out and we're finding snails outside and they're spending four weeks, you know, what snails do and you know, marrying snails and all sorts of things, then surely that's a richer and *far* more exciting (…) so I did end up playing every day, which is what we're coming back to	Justification of the role
EY a hard role because it's so varied Justification of role		
Describing the benefits of EY		Early years professionals viewed as different
"not confined to some restrictive curriculum where perhaps nobody in your class is interested, especially not you." Doesn't like to be restricted as a professional; creative professional		Self as the flexible and creative professional
Excited by the flexibility and creativity of the EY role		Self as being driven by values
L has been on a cyclical journey to find her passion and love of EY teaching		Cyclical journey to finding inner passion

Play central to her values as a practitioner Long journey to finding passion	the beginning. Yeah what I thought, this is about play. S: And yeah and your motivation to go into teaching originally and train as a teacher would you say that's kind of the expectation is the reality almost of your you know, do you feel that kind of original motivation L: Yeah, that's what I mean, yeah. I've come right back to the play. So, yeah, it took me a long time to *get there* so different but even when I was in all those other years, yeah, I did the and even year two (…) I didn't like year two because I didn't let because it was again, it's the just about SATS. This was a long time ago and this was when we had to give our test results and all of that and it just so from pretty much day one you're just driven from you know, your Senior Management to okay this is what they've got to get to you got to do this and for this and that and the other and it's yeah, it's just like well, what about the the children, you know they have such rich	Valuing play across education Early Years professionals have a lot to offer and share Long journey to finding passion Conflict: system values vs personal values

System values different to her own internal values Practitioner who always values the needs of the children first Driven by her desire to work with children Intrinsic motivation Importance of getting teaching right in the EY EY about motivating and inspiring not demotivating children Emphasises that she views EY as a bit separate- unique group of teachers	potential and actually you're squishing all of that because you just want your science your math and reading and yeah, there's so much more to these little people there and actually can really turn them off as well they may never want to be writers in their lives and actually you could have had a writer there and had (…) you know, because you're not letting them express. Maybe I'm being really unfair but that's over… S: No, it's very interesting to hear that because yeah, I can completely see that like you said that's kind of cycle… L: And have you spoken with other early years professionals? S: Yes Nursery and reception. L: Yeah. Yeah. Yeah. Yeah, very interesting. S: Yeah definitely, once I collect all of you know, kind of start analysing the data and see kind of common common themes across it. But yeah, so kind of thinking about	Child centred practitioner Self as an intrinsically driven professional Getting it 'right' in the Early Years Early Year professionals: a unique group of professionals

	resilience now, would you first of all kind of for the purposes of kind of the the tape would you how would you kind of define somebody who's resilient? What would you kind of describe them to be?	
Definition of someone who is showing resilience- “bounce back” “doesn’t give up”	L: Like I suppose yeah, it's that well someone sticks that it someone that doesn't give up someone that potentially would bounce back (…)	Resilience as ‘bouncing back’ from difficult times
	S. Yeah, definitely and do you think resilience is important to the teaching profession and your opinion? Do you think it's something?	The resilient professional: one who doesn’t give up
	L: Yeah, massively.	Resilience as important for the teaching profession
	S: Yeah, do you want to tell me a bit more about that?	
Resilience important for the teaching profession	L: Because I think (…) because I think that we're all learning *all* the time and I think that most I think most of us have only just got our heads above the water most of the time, you know, we're paddling like furious and at you it's it's it's sort of the I truly believe this is the best job in the world (Early Years)	Teachers: the learning professionals Teaching is about surviving Early years: the best job vs an impossible job The self as not being good enough
Teachers learn all the time “most of us have only just got our head above water most of the time”- surviving “paddling like furious”- teaching is about surviving		
Believes EY is the best job in the world		

Found her passion and calling "impossible job" – never enough, feeling of never quite doing everything right Feeling of not quite being good enough Teachers carry a lot- have a lot to focus on – "30 people in your head" Believes resilience is greatly supported by the people around you "Have to be able to protect yourself a little bit" – again, theme of survival Support network key to resilience Support network of fellow teachers going for a long walk once a month- this helps them release emotions and "vent". Do this so they don't just rely on the support network of families.	and I don't know why anybody would do anything else, but but I also think it's also an impossible job because you never can do there's always there's always children you just think 'Oh God did I do the right thing for them? And have they got everything that they need and you know, and you've got this 30 people in your head and and their families in Early Years. So it's not just so there's a lot I think I think we *carry* a lot. Yeah, so you have to be able to protect yourself a little bit and I think at the end of the day the resilience comes down to the people around you hmm and your support network and having yeah. Yeah, I'm involved in this group of women that get, teachers, four of us and we go once a month we go from a huge walk like miles and miles and miles because then we can well we drive up family's nuts otherwise so so that we can talk about the talk about stuff, you can just *vent.* Yeah and you know, we all work in different areas and in different settings and it's…	Self as a guilty professional Blurring of the professional and the personal Self as containing a number of worries Resilience supported by people around you Self as needing validation Protection of the self Support networks key to resilience

Appendix 18: Superordinate and Subthemes from Participant Claire

Themes	Page/ line	Key words
Search for professional identity • Loss of dance vocation • Loss of original goal • Searching for more • Changing/Searching for right path • Teaching not enough • Journey to find passion in profession • Resistance to teaching • Mainstream teaching second choice	pg 1, line 9-10 pg 2, lines 13-15 pg 14. Line 4-5 pg 2 lines 15-16 pg 16, line 11 pg 2 line 18 pg 2 line 7 pg 1, lines 7-8	"went to work with special needs in a therapy environment with dance." "I was always going to be a special needs teacher." "so I always made sure I had something *more* than just teaching." "mainstream was already a different path" "I didn't think I could do another year of just being a teacher." "passionate about staying in year 1" "I might as well go into teaching" "Didn't want to be a teacher."
Inclusive Practitioner • SEND motivation • Passion for early intervention •	Pg 2, line 2 Pg 2, line 20	"could see how wrong it could go with bad teaching" "I'm so passionate about staying in Year 1 which is why I've never moved."
Self as performer • Stepping up to challenge • Needed teacher • Competition • Motivated by success • Enjoyment related to perceived efficacy • Not quitting • Proud of systemic contribution • Driven by outcome/ reward • Inner drive for success • Self as innovator • Self as problem solver	Pg 2, line 4 Pg 1, line 16 Pg 3, line 2 Pg 6, line 1 Pg 19, line 15 Pg 8, line 21 Pg 6, line 18 Pg 7, line 9 Pg 5, line 6	"the teacher I worked with, she was off quite a lot, um, so, I covered her lessons and I was actually quite good at it." "…I was immediately put back" "I lost out to internal candidates every single time" "It's good…positive reinforcement" "because I kept coming" "I needed the qualification, external extrinsic reward" "I want to do it because I want to do it." "you're really good at this…"

• Influential to school culture/ systems	Pg 15, line 15. Pg line 19 Pg 7, line 8	"So I designed a whole range of symbols that make marking quick and effective…" "I was kind of put in here to sort it out." "So designing systems, that have now gone throughout the school."
• Shaped by praise	Pg 4, line 20	"I was always praised and I think that links into how I view it."
• Strong work ethic	Pg 4, line 18	"I spend a huge amount of my time probably having a very bad work life balance as an NQT so that now and future career I can have."
• Self-protection	Pg 4, line 17	"ways to make my workload lighter in future"
• Self-care for self-preservation/ wellbeing	Pg 16, line 20	"probably should have been better at taking care of myself (…) um, maybe doing like mindfulness that kind of thing, not stopping exercise you know all the things that support your mental health all the time just stop when you need to be supported."
Making sense of 'failure' • Justification of rejection • Making sense of others' perceptions • Externally masking feelings	Pg 9, line 1 Pg 9, line 3 Pg 17, line 3	"But knowing why they didn't think I was good enough…" "As a lot of teachers are had control issues…" "I don't think anyone realised I wasn't my normal self."

Others as influencers • Motivated to keep reputation • Motivated by encouragement • Wants to look successful • Motivated by what others think	Pg 7, line 3 Pg 13, line 23 Pg 6, line15-19 Page 14, line 19	"intrinsically motivated to keep up external view of myself." "people like that I'm running a dance club" "I want to be seen to have been someone who.." "Oh you're going to apply?"
Undesirable feelings • Feeling of failure • Failure impacting wellbeing • Failure of self • Rejection • Perception of stress as failure • Unhappy in profession • Rejection as an outsider • Impacting on the whole self • Challenging behaviour	Pg 15, line 19 and pg 18, line 10-11 Pg 15, line 21 Pg 18, line 7-8 Pg 3, line 1 Pg 19, line 19 Pg 16, line 3 Pg 3, line 1 Pg 16, line 1 Pg 18, line 7	"nothing was improving." " I felt like I was failing them all the time." "everything was a lot harder" "frustrating as successful teacher" "I tried…" "negative perception of people taking time off for stress." "was going to leave the profession." "lost out to 4 internal candidates" "detrimental health wise" "emotionally unstable"
Desirable feelings • Rejection of failure • Positive in face of failure • Positive experiences shape belief • Positive mindset • Carrying on	Pg 9, line 4 Pg 9, line 9 Pg 8, line 1 Pg 8, line 20 Pg 19, line 15	"and I know I'm like that" "it just wasn't enough to put me off "makes you want to keep going" "renewed…significant change" "I kept coming"
Views on resilience • Professional resilience	Pg 3 line 14- 15	"Open minded, try new

		things"
• Understanding of resilience • • • staff resilience = children's resilience	Pg 3, line 11 Pg 21, line 14	"it's really difficult, different…" "If you can't do it yourself, you're not doing it to the children.
• Emotional/ internal resilience • Resilience as just carrying on	Pg 3, line 17 Pg 22 line 1	"emotional resilience to deal.." "going to fail and fail "
Evolving Role • Motivated by progression • Future planning • Career progression • Looking forward to change • Added responsibility • Career Elevation • Ambition • Positive about change • Responsibility	Pg 29 line 9 Pg 14, line 7-9 & pg 4 line 16 Pg 15, line 3. Pg 13, line Pg 15, line 3. Pg 13, line18 Pg 2, line 6 Pg 18 line 22 Pg 13, line 12	"kept me in profession (…) constant opportunities" "Masters (…) kept me going" " working towards bettering myself all the time" "reporting for the whole team" "elevation very early" "path not going to take me any further than I already am." "My own mindset shifted" "I had to sort of lead"
A self that needs to control • Not going to plan • Outside of ones control	Pg 15, line 19 Pg 16, line 18 pg 7, line 19	"after a couple of weeks nothing was improving" "placements are luck of the draw"
Inadequate preparation • Logistical skills taught • Teachers need support throughout career • Teacher training not adequate prep • Reality of school life	Pg 4 line 11 Pg12 line 4 Pg 4, line 8 Pg 4 line 10	"it's very much your curriculu, this is how you plan…" "Forgotten about the people who aren't NQTs anymore" "things missed off the PGCE" "nothing about what it is like

• High workload • Intense NQT year	Pg 4, line 15 Pg 4 line 20	to work in a school..” “nothing about sort of managing workload” “very bad work life balance as an NQT”
Sharing knowledge • Confidence to share problems • Sharing knowledge • Wellbeing opportunities • Encouragement to share problems • Saving time • Isolation to unity • Normalising • Constant learning • CPD opportunities before cutback • Constant opportunities	Page 21, line 3-4 Page 5 line 19 Pg 23 line 3-6 Pg 23, line 18 Pg 6, line 5 Pg 10, line 18 Pg 10, line 20 Pg 15, line 3 Pg 29, line17 Pg 29 line 12-13	“more likely to share problems” “everyone uses (my system) “Organise staff breakfasts…” “Tuesday chat session” “If it helps me it might help you save time” “I wasn’t the only person” “made you feel like you’re not alone” “normalising the external pressures” “Learning more all the time” “went on loads of training” “something this school does really well”
Relationships • Family support • Team building • Friends as support • Support network	Pg 3, line 6 Pg 21, line 1 Pg 12, line 18 Pg 8, line 4	“big family holiday” Team building day “develop friendships…” “If you don’t have that good mentor and support network”
Support Infrastructure • Logistical support • Willingness/ willingness from SLT • Trust • Routes of support • External EP support focuses on children • External project • EP relationship • Quality vs quantity	Pg 17, line 14-15 Pg 17, line 17 Pg 17, line 18 Pg 12, line 6 Pg 26, line 23 Pg 28, line 1 Pg 24, line 8	“making rooms available…” “If they haven’t said yes.” “It was quite risky” “I’ve got a support network of that level” “There isn’t just one person” “EPs in to observe” “External project..”

• Power dynamics • Constructive support • Voluntary support	Pg 28, line 5 Pg 10, line 5-10 Pg 24, line19 Pg 11, line 2 Pg 8, line 2 Pg 23, line 17	"Look after yourself" "lots of people in to help me" "Haven't started for SLT yet" "Have you ever thought of?" "coaching you through it" Drop in sessions
Organisational next steps • Systemic development • Staff wellbeing a priority • Want for external support • Staff wary of new initiatives • Culture of sharing needed • Blurred roles • Bureaucratic systems	 Pg 21, line 7 Pg 23, line 13 Pg 29, line 3 Pg 25 line 14 Pg 25, line 22 Pg 25, line 16 Pg 5, line 17	 "working on it in next…" "recently appointed…" "someone who could come in about staff resilience" "It's new" "raise awareness it's happening all the time" "May not feel comfortable with member of staff" "It seemed nonsensical."